

**AN ANALYSIS OF STUDENTS' PROBLEM IN LEARNING LISTENING
AT THE SECOND SEMESTER OF THE ELEVENTH GRADE
OF SMAN 15 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF
2016/2017**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

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2017**

ABSTRACT**AN ANALYSIS OF STUDENTS' PROBLEM IN LEARNING LISTENING AT
THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN
15 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**

**By
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Listening is one of the receptive skills and as such it involves students in capturing and understanding the meaning what speaker has said. This research is about 'An Analysis of Students' Problem in Learning Listening at the Second Semester of the Eleventh Grade of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017. The objectives of this research were students' problems in learning listening and the cause of problems in learning listening at the Second Semester of the Eleventh Grade of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017.

In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class XI as sample which consisted of 33 students. In collecting the data, the researcher used observation

and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion drawing.

From the data analysis, the researcher found the students' problem and the cause of the problem in the process of learning listening of SMAN 15 Bandar Lampung as follows: (1) The students' problem in learning listening are students' perception that they Trouble with sound, have to understand every word, they cannot understand faster the natural native speakers, they need to hear more than once and they find difficult to keep up. (2) The cause of the problem in learning listening are internal factors such as styles of listening and semantic barrier, than external factors such as talker's mannerisms makes students difficult to understand the meaning, interruption in the class or condition of the class was very noisy, speaker speak too rapidly, native speaker speaking in monotone, and also the cause of the problem in learning listening are unfamiliar word, different pronounce between Indonesian and English, and difficult to concentration

Keyword: Receptive skills, Problem in learning listening.



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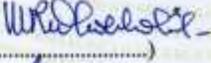
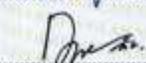
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DECLARATION

I hereby state that this thesis entitled: An Analysis of Students' problem in Learning Listening at the second semester of the Eleventh Grade of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017" is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, May 2017

Declared by,

Mega Selvi Maharani

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me.

I would like to dedicate this thesis to:

1. My beloved parents, Mr. Zen Efendi and Mrs. Yunidar, S.Pd.I who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
2. My beloved sister and brother, Meta Endriyani, Amd.Keb, Rizky Nanda Saputra, and Robert Jaya Sampoerna who love, care, support and cheer me up until the completion of this thesis.
3. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The name of the researcher is Mega Selvi Maharani. She is called Mega. She was born on May 6th, 1995 in Kota Besi, West of Lampung. She is the second child of Mr. Zen Efendi and Mrs. Yunidar.

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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “An Analysis of Students’ Problem in Learning Listening at The Second Semester of the Eleventh Grade of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, May 2017
The Researcher,

Mega Selvi Maharani

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CHAPTER I INTRODUCTION

A. Background of Problem

Students' needs are the core of any curriculum designed in which there should be detailed need analysis conducted. The success of any program relies heavily on the conducted need analysis due to the fact that it is the backbone which underlies program goal and objectives¹. Therefore, need analysis is the paramount element that should be considered in English foreign language program and questioned while considering the English four skills (listening, speaking, reading, and writing).

In the process of language learning, the four basic skills link each other. It means that we learn to listen first, to understand the message of what we have heard. After accepting the information from what we have heard we try to deliver the information orally. It continues to two other skills, reading and writing.² It means that listening is first of basic skill in the process language learning. Listening has an important role in communication that is to say listening takes up 40-50%;

¹Jacks Richard, *Curriculum Development in Language Teaching* (Cambridge: the press Syndicate of the University of Cambridge, 2001), p.11

²Henry Guntur Tarigan, *Menyimak Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa Bandung, 2008), p.2

speaking, 25-30%; reading, 11-16%; and writing, about 9%. Listening involves hearing, transforming, absorbing, accumulating and retrieving data.³ Thus it means that listening is the first process that is important to give attention. It uses to creates good communication and students spend 50% of the time operational in a foreign language dedicated to listening.

Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word.⁴ Listening is not just to hear but listening is capturing and understanding the meaning what speaker has said, as a basic skill in language learning, so without listening skill, learners never learn to communicate effectively. To support an effective communication a person must decide to become a better listener and commit to work by keeping an open mind, a listener avoids jumping to conclusions and allows the speaker to be completely heard out. Newton states that some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind.⁵The problems of many weak listeners pass undiagnosed. Listening skills had not been sufficiently attained by the students.

³ Mustafa Azmi, *et. al.* "Listening Comprehension Difficulties Encountered By Students in Second Language Learning Class" *Journal of WJEIS*, Vol.4 No1-6 (November 2014), p. 1 <http://www.wjeis.org/FileUpload/ds217232/File/01a.bingol.pdf> (December, 15th 2016)

⁴ Lucy Pollard, *Lucy Pollard's Guide to Teaching English*(London: ARR, 2008), p.39

⁵ Newton j, *Teaching ESL/elf Listening and Speaking* (London: Routledge,2001), p.38

Difficulty is a normal learning experienced by learner, but sometimes students get many problems in the process of learning listening and the teachers are not aware of any problems that arise in listening skills yet, this condition will give bad affect to the students' learning progress. Field emphasizes that many teachers are so product-oriented while implementing listening tasks in the classroom that they measure their students' success on the basis of the number of correct responses given. Such an approach may be completely wrong as a teacher only concentrates on outcomes of listening but not on the process of listening.⁶

Field also states that what teacher should do is focusing on listeners' weaknesses and dealing with those issues.⁷ It means that teachers have to satisfy the many students' problems in learning listening, therefore by overcoming the problem of learning listening skills, success will be achieved on the path to effective communication. In short, if teachers understand the students' problem automatically the teachers know how to solve it. According to Allen, problems in listening were accompanied with the two following factors: external factors and internal factors.⁸ The problems were believed to cause by the hearer is non-native English speakers learning English in a country where English is not commonly spoken or it is often called English as a foreign language (EFL).

⁶ John Field, *Listening in the Language Classroom* (Cambridge: Cambridge University Press, 2009), p. 111

⁷ *Ibid*, p. 112

⁸ Madelyn Burley Allen, *Listening the Forgotten Skill A Self-Teaching Guide* (2nd ed) (New York: John Wiley & Sons Inc, 1995), p. 49

Based on the preliminary research conducted at SMAN 15 Bandar Lampung, the researcher found that most of the students at the Eleventh grade still got low score in learning listening. Whereas, the school is one of best school in Bandar Lampung, it has A accreditation, then it have good method and facilities but the students still felt so difficult to master listening ability. This was supported by the result of interview with the English teacher Mr. Edi, he said that most of the students in eleventh grade had difficult to mastering listening skill, most of them got low score in listening section.⁹By overcoming the problem of learning listening skills, success will be achieved on the path to effective communication but problems can be solved if teachers know what students' problem before and the cause of problem occur. The students' average score of listening test can be seen in the table below:

Table 1
The English Listening Score at First Semester of the Eleventh Grade
of SMAN 15 Bandar Lampung in the Academic Year 2015/2016

No	Score	Class								Total	Percentage
		XI A 1	XI A2	XI A3	XI A4	XI S1	XI S2	XI S3	XI S4		
1.	<70	14	18	22	23	18	21	23	25	164	56.76%
2.	70	25	22	17	16	17	12	11	8	128	43.24%
Total		39	40	39	40	35	33	34	33	296	100%

Source : Document The English Listening Score at the First Semester of the Eleventh Grade of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017.

⁹Edi Sutopo, English Teacher of SMAN 15 Bandar Lampung, *Interview*, Bandar Lampung, November 8th, 2016.

From the table above, Criteria of Minimum Mastery (KKM) English learning at the Eleventh Grade in SMAN 15 Bandar Lampung is 70, it could be said that the total number of students who got difficulty in learning listening were 164 or 56.76 % from 296 students. In the other hand, just 128 students or 43.24% who achieved the criteria minimum listening score. The class that got the highest score was XI A1 because this is excellent class and the class that got the lowest score was XI S4. Researcher found that most of the students still got low score because English is foreign language for them. Their habitual is not using the English language, so they felt difficult to understand the meaning. One possible solution for such challenges that the teacher should apply is minimized their problem because problem is a situation, person, or thing that needs attention. if we know about students' problem, we will understand the problem faced by students, then as well as we know how to solve the problem.

In the previous research with the title Exploring Listening Strategy Instruction that was conducted by Siegel in the Sakura University of Japan. The result of his research were factors that influence success and problem in learning listening such as conceptual factors, structural factors, and practical factors.¹⁰ Other research was conducted by Hamouda From his observation and experience of teaching the EFL listening skills for more than 15 years in the Qassim University of Saudi Arabia with the title "Listening Comprehension Problem Encountered"

¹⁰Joseph Siegel, *Exploring Listening Strategy Instruction Through Action Research* (Japan: Palgrave Macmillan, 2015), p.205

the result of his research was kinds of listening problems in learning comprehension such as unfamiliar words, the length of the spoken text, speed rate, a variety of accents, lack of concentration and pronunciation.¹¹

From the previous research above, the researcher concludes that to understand the problem in learning listening is very important to know the teachers and students because the problem is different to each other, it seemed that there were more problems faced by teachers and students, cause of that to help students get improved with their listening skill, it is needed finding out their listening problems and the cause of problem in learning listening.

Based on the background of the problem above, researcher conducted the research about learning listening of English subject with the title: “An Analysis of Students’ Problem in Learning Listening at the Second Semester of the Eleventh Grade Students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017”.

¹¹Arafat Hamouda. “An Investigation of Listening Comprehension Problems Encountered By Saudi Student in the E1 Listening” *International Journal of Academic Research in Progressive Education and Development*, Vol. 2 No.2 (April 2013), p.115
<http://www.hrmars.com/admin/pics/1882.pdf>(December, 15th 2016)

B. Identification of Problem

Based on the background above, the researcher can identify the problems as follows:

1. The students at the eleventh grade still got low score in learning listening.
2. The students felt so difficult to concentrate in learning listening.

C. Limitation of Problem

In this research, the researcher focuses of study on the students' problem and the cause of problem in learning listening at the Second Semester of the Eleventh Grade Students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017.

D. Formulation of the Research Problem

In this research, the formulation of the problem was formulated as follows :

1. What are the students' problem in learning listening at the second semester of the eleventh grade students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017?
2. What are the cause of problems in learning listening at the second semester of the eleventh grade students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017?

E. Objective of the Research

The objectives of this research are as follow:

1. To know students' problem in learning listening at the second semester of the eleventh grade students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017.
2. To know the cause of problems in learning listening at the second semester of the eleventh grade students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017.

F. Uses of the Research

The significances of this research are to:

1. As a references and information to the English teachers related to the problems and cause of problems occur in learning listening.
2. As a source of information for further other reaserch on listening.
3. Reseacher hoped that students are more motivated to learn and reduce the problems they face in learning listening.
4. Researcher hoped that teachers can understand what the students' problems in learning listening and the teachers can improve their creativity in teaching process so that the goal of the learning can be achieved.

G. Scope of the Research

The scopes of the research are as follow :

1. Subject of the Research

Subject of the research are students at the second semester of the eleventh grade at SMAN 15 Bandar Lampung.

2. Object of the Research

The object of the research are students' problems in learning listening and the cause of problems occur in learning listening at the Eleventh Grade students at SMAN 15 Bandar Lampung.

3. Time of the Research

The research was conducted on May 10th 2017 until May 17th 2017.

4. Place of the Research

The research was conducted at SMAN 15 Bandar Lampung Jl. Turi Raya, Labuhan Dalam, Tj. Senang, Bandar Lampung.

CHAPTER II REVIEW OF LITERATURE

A. Concept of Learning

According to Brown, learning is subsumed new information into existing structure and memory system, and the resulting associative link create stronger retention reto learning-taking in isolated bits.¹² Learning is then reflected in the impact of that new knowledge on the listener's subsequent attitudes, beliefs and actions.¹³ It means that learning is process acceptances new knowledge on the habitual actions into brain and creates new consideration which making combination information by using memory systems.

According to Illeris, learning is something to do with going to school. Basically, school is the institution established by society to ensure that all members of that society acquire the learning necessary for its maintenance and continuation.¹⁴ In addition, Brown states that breaking down the components of the definition of learning we can extract, as we did with language, domains of reasearch and inquiry:

¹² H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2nd ed) (New York: Logman, 2002), p.56

¹³ Michael Rost, *Teaching and Researching Listening* (London: Longman, 2002), p. 15

¹⁴ Illeris K, *How We Learn: learning and Non Learning in School and Beyond* (New York: Roudledge, 2007), p. 2

- a. Learning is acquisition or getting
- b. Learning is retention of information or skill
- c. Retention implies storage systems, memory, cognitive organization
- d. Learning involves active, conscious focus on acting upon events outside or inside the organism.
- e. Learning is relatively permanent but subject to forgetting
- f. Learning involves some form of practice perhaps reinforced practice
- g. Learning is a change in behavior.¹⁵

It means that learning is one of activity that involving of school as institution to contribute new knowledge that maintenance and continuation by using storage memory systems and involves a form of practice to change in attitudes, beliefs and actions. Based on some definitions above, the researcher concludes that Learning is acquiring or getting new information into existing structure and memory system of a subject or a skill by study experience, or instruction. The process of getting information involve of school as institution to contribute new knowledge.

¹⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*, (5th ed) (New York: Logman, 2007), pp. 7-8

B. Concept of Listening

Listening is process a receptive skill is involved in understanding the message¹⁶. In addition, Schultz states that listening is becoming deeply engaged in understanding what a person has to say through words, gesture, and action. Listening is fundamentally about being in relationship to another and through this relationship supporting change or transformation. By listening to others, the listener is called on to respond.¹⁷ It means that listening in order to understand the intent of the speaker, someone has to get the basic of knowledge or same background with a native speaker, so that communication can run well.

According to Nation and Newton, listening is not just learning to talk, but rather that learning a language is building a map of meaning in the mind.¹⁸ In addition Field states that listening is a very individual activity. A speaker does not implant a message in the listener's mind. The listener has to remake the message: trying to gauge what the speaker's intentions are and extracting from the message whatever seems relevant to the listener's own goals.¹⁹Based on the several explanations, listening is one of individual activity that uses to building a map of meaning in

¹⁶ Geoffrey Broughton, *et. al. Teaching English as Foreign Language*(2nd ed) (New York: Rautledge, 1980), p. 65

¹⁷Katherine Schultz, *Listening: A Framework for Teaching Across Differences* (New York: Columbia University, 2003), p.9

¹⁸ I. S. P. Nation and Jonathan Newton, *Teaching ESL/ELF Listening and Speking* (New York: Roulledge, 2009), p.38

¹⁹John Field, *Listening in the Language Classroom* (Cambridge: Cambridge University Press, 2009), p. 37

the mind. Someone tries to imagine of speaker means, seems relevant to the listener's own goals.

Siegel states that listening is often viewed as both active and complex because listeners must continually construct the meaning based messages they receive. Although listening has sometimes been referred to as a passive skill or in contrast to speaking, it is a constructive process in which the learner is an active participant. The listener must construct and interpret a speaker's meaning by activating their own background and linguistic knowledge as well as attending to the speaker's intentions.²⁰ It means that listening is one of passive skill or in contrast to speaking but often viewed as both active and complex because in the process of listening, the listener must construct speaker's meaning by their own consideration.

By the definitions above, the researcher concludes that listening is the ability of one individual in understanding the message from what a person has to say through words, gesture, and action. The listener has to remake the message: trying to gauge what the speaker's intentions are and extracting from the message whatever seems relevant to the listener's own goals.

²⁰Josep Siegel, *Exploring Listening Strategy Instruction through Action Research* (London: Palgrave Macmillan, 2015), p. 25

C. Concept of Learning Listening

Learning listening is the ability of one individual perceiving another via sense, aural organs, assigning a meaning to the message and comprehending it.²¹ It means that learning listening is the process of listening to include any information to listeners' consideration. According to Vandergift, Listening activities in many language classrooms tend to focus on the outcome of listening; listeners are asked to record or repeat the details they have heard, or to explain the meaning of a passage they have heard.²² In short, many of the listening activities do little more than test how well they can listen. Because learners are often put in situations where they have to show how much they have understood or more often reveal what they have not understood, they feel anxious about listening.

Based on some definitions above, the researcher concludes that learning listening is activities one individual in many language classrooms to focus on the outcome of listening. Listener can show how much they have understood in learning listening by making a good conclusion from words of speakers' has told.

²¹ Mustafa Azmi, *et. al.* "Listening Comprehension Difficulties Encountered By Students in Second Language Learning Class" *Journal of WJEIS*, Vol.4 No1-6 (November 2014), p.1 <http://www.wjeis.org/FileUpload/ds217232/File/01a.bingol.pdf>

²²Larry Vandergift, *Teaching and Learning Second Language Learning* (New York: Routledge: 2012), p. 5

D. Concept of Problems in Learning Listening

1. Definition of Problems

In Oxford Learner's Pocket dictionary: Problem is thing that difficult to deal with or understand²³. So problem is situation, person, or thing that difficult to understanding something and needs attention then needs to be dealt or solved. According to Margono, problem is a gap between the expectations of something that should be the reality. For example, the gap between the overflowing number of high school graduates in hopes of accommodating ability of university.²⁴ It means that the cause of problem in mastering English are some differences between English and Indonesian such as pronounce, grammar, and phrase.

It can be concluded that problem is thing that difficult to deal and understand, problem occur because there is a gap between the expectations of something and the reality. To solve the problem we need to understand the problem and cause of problem occur.

²³Victoria Bull, *Oxford Learner's Pocket Dictionary*(New York: Oxford University Press,2008), p.350

²⁴ Margono, *Metode Penelitian Pendidikan* (Yogyakarta: Renika Cipta, 2010), p.54

2. Problem in Learning

There are many reasons for problem occur in learning. It can stem from students' reaction to their teacher's behavioural, from other factors inside the classroom, or from outside factor, according to Harmer problem in learning as follows :

- a. The family: students' experiences in their families have a profound influence on their attitudes to learning and to authority.
- b. Education: previous learning experiences of all kinds affect students' behavioral.
- c. Self-esteem: self-esteem may result partly from teacher approval (especially for children), from a student's peers (especially for adolescents).
- d. Boredom; when students are engaged with a task or a topic they are unlikely to behave disruptively but if they lose that engagement they may misbehave.
- e. External factors: some external factors may effect students' behaviour too. If they are tired they are unable to concentrate. If the classroom is too hot or too cold this may result in students being too relaxed or too nervy.²⁵

²⁵ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2002), pp.126-127

In short, problem in learning is important to detect such as inside and outside classroom or basically problem occur by students' family, their previous learning experiences, self-esteem or students are engaged with a task or a topic they are unlikely. Besides of the problem above there is problem in external from their own self, it like the classroom is too hot, or any other problem.

Other expert Kumaravadivelu states that problem in learning refers to learner internal and learner external factors, the factors as follow:

- a. Individual factors: age and anxiety
- b. Negotiation factors: interaction and interpretation
- c. Tactical factors: learning strategies and communication strategies
- d. Affective factors: attitudes and motivation
- e. Knowledge factors: language knowledge and metalanguage knowledge
- f. Environmental factors: social context and educational context.²⁶

In short, problem in learning base on Kumaravadivelu is outcome of learner factors and outside of learner factors. Learner factors or internal factors are individual factors, and affective factors, besides of internal factors there are external factors or outside of learner factors as tactical factors, knowledge factors, negotiation factors, and environmental factors.

²⁶B. Kumaravadivelu, *Understanding Language Teaching from Method to Postmethod* (London: Lawrence Erlbaum Associates Publishers, 2006) p.30

Based on several explanations about learning problem above there are similarities and contradiction, It can be concluded that there are two board factors that influenced in learning: Internal factors such as age, anxiety, boredom, self-esteem, attitude, motivation and External factors such as family, other education, strategy in learning, and the classrooms.

3. Problem in Learning English

Stern states that learning English influenced by learner factors, the factors as follow:

- a. The optimal age question: one of interpretation which should only be asked after the age specific characteristic of language learning have previously been established.
- b. Language aptitude and other cognitive factors: experience that some language learners appear to have a gift for languages which other lack. And the cognitive qualities that an individual must bring to bear upon language learning, the identification of a few basic characteristics of school learning, such as word knowledge, verbal intelligence, reasoning, and school achievement.
- c. Affective and personality factors: learners declare their feeling and intentions with their feet when they opt for or turn away from, language classes. These studies focused on learners, social attitudes, values, and the

motivation of learners in relation to other learner factors and the learning outcome.²⁷

In short, to get new information in English subject someone has to be conscious about the problem which happens because of the differences in age characteristics and previously language learning, everyone's shortage, learner feeling and attentions in the class, focused on social attitudes, values, motivation, and also relationship.

Other experts that explain about the problem in learning English are Praveen and Patel, the problem as follows:

- a. Motivation: thought speech that a child learns to organize his perception and regulate his behavior and mental activities.
- b. Reinforcement: makes any response powerful.
- c. Attention: mental process of students which decides the role of students' involvement in the teaching learning process.
- d. Memory: human brain is a storehouse of memory.
- e. Habit formation: If we want to learn a language we should take it in practice. Acquiring a new habit is the result of learning.²⁸

²⁷H.H. Stern, *Fundamental Concept of Language Teaching* (New York: Oxford University Press, 1991), p.361

²⁸M. Praveen and M.E. Patel, *English Language Teaching* (Jaipur: Sunrise Publishers, 2008), pp.41-45

In short, Praveen and Patel state that something that influences of learning English are outcome of learner own self, the factors as learner motivation, positive response, process to give attentions, a human brain, and new habitual action.

Based on several explanations about the problem in learning English, the researcher concluded that two experts above have a similar opinion. Something that influences of learning English are learner factor, the factors that occur are the age factor, language aptitude and other cognitive factors such as human brain, response, few basic characteristics of school learning, attention, and also effective and personality factors as attention, motivation, and habitual action.

4. Problem in Listening

Learners may try their best to engage in listening on their own outside of class time, but they may not know how to take advantage of these opportunities to improve their listening proficiency.²⁹ Brown states that foreign language learners need to pay special attention to a number of special characteristics of spoken language, because they strongly influence the processing of speech, and can even block the comprehension if they are not attended. In other words, they can make the listening process difficult. These factors are:

- a. Clustering: due to memory limitations

²⁹Larry Vandergrift, *Op. Cit.* p.5

- b. Redundancy: becoming aware that not every new sentence or phrase will necessarily contain new information.
- c. Performance Variables: except for planned discourse (speeches, lectures, etc.)
- d. Colloquial Language: find surprising and difficult to deal with colloquial language which appears in both monologues and dialogues.
- e. Rate of Delivery: native speakers speak too fast.
- f. Stress, Rhythm, and Intonation: stress-timed language, intonation patterns are very significant for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.
- g. Interaction: know how to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic).³⁰

In conclusion, Problem in English listening due to the fact that in the class have to give more attention about thing that make the listening process difficult such as teachers need to help students to pick out manageable clusters of words or clustering, redundancy helps the hearer to process meaning by offering more time and extra information, performance variables or restraint of interfere with comprehension in foreign language learners, make students easy to deal with colloquial language which appears in both monologues and dialogues, explain them about stress, rhythm, and intonation and also give them stimulus to understand the meaning in the Interaction.

³⁰H. Douglas Brown, *Op. Cit.* pp.252-254

5. Problem in Learning Listening

Many problems in learning listening either consciously or unconsciously by students. There are many reasons for problem occur. It can stem from student's reaction to their teacher's behavioural, from other factors inside the classroom, or from outside factor, then there are many opinions as well research on the existing problems in learning listening, to find the right solution we have to know the students' problem in the classroom and the cause of the problem.

According to Ur, there are six problems in learning listening, the problems as follow:

- 1) Trouble with sound: listeners are often themselves unaware of accurate sound perception.
- 2) Have to understand every word: The learners believe that everything that said bears (equally) important information.
- 3) Can't understand fast, natural native speech: learners will often ask the speaker to slow down and speak clearly.
- 4) Need to hear things more than once: the fact remains that in real life they are often going to have to cope with 'one-off' listening.
- 5) Find it difficult to keep up: the learner feel overloaded with incoming information.

- 6) Get tired: Passages too long overall, and for breaking them up into short chunks through pause, listener response or change of speaker.³¹

In short, Ur states that six factors that make difficulties of learning listening such as trouble with sound, have to understand every word, difficult to understand natural native speakers, listener need to repeat the recorded material, listeners difficult to keep up, listeners get tired.

Another expert that gives the similar explanation is Brown. According to Brown problems in learning listening such as follows:

- a. Recognizing the code: learner not able to use phonological code and how these were organized into sentence.
- b. Processing in the complete text: they had to demonstrate their understanding.
- c. Purposeful listening: reasons for listening, and interests and purposes which our listening serves.
- d. The social context of listening: the listener is viewed as a lonely individual who makes a private and individual response to what he or she hears.
- e. Combining the approaches: new ways of doing things often involves attacking previous practices in wholesale condemnatory manner.³²

³¹ Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 2009), pp. 111-112

³² Gillian Brown, *Listening to Spoken English* (2nd ed) (New York: Longman, 1977), p.145-149

In short Brown states that students can feel difficult to understand meaning of speakers has to say, the problem occurs because Student was command of the English, in other respect, admirable, found it almost impossible to understand the spoken language when they eventually encountered it as it was being naturally and purposefully used in real life contexts. Students have to understand phonological code, how to demonstrate their understanding, the social context of listening and the purposeful of learning listening, then combining the approach.

Besides of the theory, according to Underwood in Gilakjani and Saubori, there are some barriers to effective listening comprehension process, as follow:

- a. Speed of speech: listeners are not able to control how quickly speakers talk.
- b. Cannot replay a recording section: listeners cannot have words repeated and this can cause critical difficulties for them.
- c. Listeners do not have high vocabulary knowledge: listeners may face an unfamiliar word which can stop them and think about the meaning of that word for a while and miss the next part of the speech.
- d. Listeners may lack contextual knowledge: they can have substantial problems in understanding the whole meaning of a passage unless they are familiar with it.

- e. Concentrate on listening: sometimes the shortest break in attention can prevent comprehension.³³

In short, based on explanations above problem in learning listening are listeners cannot control the speed of speaker talk, students cannot replay a recording section, students lack vocabulary, students have unfamiliar topic, and students lack of concentrate.

Based on several explanations about problems learning problem above there are similarities and contradiction, It can be conclude that similarities of students problem in learning listening are students unaware of accurate sound perception, they had to demonstrate their understanding, they are not able to control how quickly speakers talk, the fact remain that in real life they are often going to have to cope with ‘one-off’ listening, sometimes a shortest break in attention can prevent comprehension. Then, the contradiction in this theory are the listener is viewed as a lonely individual who makes a private and individual response to what he or she hears, combining the approaches and listeners do not have high vocabulary knowledge.

³³Abbas Pourhosein Gilakjani, Narjes Banou Sabouri, “Learner’s Listening Comprehension Difficulties In English Language Learning: A Literature Revie” *Journal Canadian Center Of Science And Education*, Vol. 9 No.6 (April 2016) p. 123-132Extract in Mary Underwood, *Teaching Listening*, (London: Longman,1989) p.62-63 <http://files.eric.ed.gov/fulltext/EJ1101226.pdf>

6. The Causes of Problem in Learning Listening

According to Allen there two factors that make problem in learning listening such internal factors and external factors, as follow:

a. Internal Factors

- 1) The myth that only speaking presents power: esistance to listening tends to be our culture norm.
- 2) Perception-reception-attention: when we expect to hear certain things, we don't listen to what is really said.
- 3) Hearing what you want to hear: listening barrier exists when someone hear what he want to hear.
- 4) Biased listening: we label the information ahead of time as unimportant, too boring, too complex, or nothing new, and we are anxious for the speaker to get to the point
- 5) Green flag word: a variation of this phenomenon is manner in which positive words can also effect an emotional response in us that can interfere with our listening.
- 6) The effect of emotions on listening: along with word that effect our biases that lead to emotions, there are some areas we do not want to talk about, topic that we have an emotional reason for not wanting to discuss.
- 7) Styles of listening: someone have style that make them different each other such us some people fake attentions (the faker), some listeners are

highly depend and live vicariously through the opinions, wishes, feelings of other.

- 8) Physical barriers: at certain times of the day, we have more energy than at others.
- 9) Semantic barrier: the meaning are in people not word, we each have our meaning for words.

b. External Factors

- 1) Talker not speaking loudly enough, or whispering speaker
- 2) Talker's mannerisms: style of speaker talk is one of important in success of learning listening
- 3) Loud noises, such as traffic, machinery
- 4) Room temperature too hot or too cold
- 5) Faulty acoustics, making it difficult to hear: the quality of sound system also affects understanding of listening
- 6) View of outside activity or scenery: something disturb outside of listening process
- 7) Clock-watching: time in anticipation of break or the end of school.
- 8) Interruptions, phone calls: something disturb in the class.
- 9) Talker speaking in a monotone or unfamiliar accent, or talking too rapidly or too slowly: unchanging intonation
- 10) Time pressures, deadlines: time is too long overall, or too short.

11) Work pressures, taking on more than one can handle, doing two or three things at one time.³⁴

It can be concluded that Allen states that the causes of problem in listening divided into two factors that are internal factors which occur in own self, such as the myth that only speaking presents power, perception-reception-attention, hearing what you want to hear, biased listening, green flag word, the effect of emotions on listening, styles of listening, physical barriers, and semantic barrier. Besides in internal factors that are external factors such as problem in the classroom or outside the classroom.

Another expert that similarly gives opinion is Hermawan. He states that factor that influences problem in learning listening divided into external factor and internal factor:

a. Internal Factor

Internal factor that can influence listening process are hearing problems (an earache) and physical condition, listeners lack of concentration, listeners cannot control the speed of speech, sometimes listeners think other than speaker meaning sense, learners have low motivation.

³⁴Madelyn Burley Allen, *Listening the Forgotten Skill A Self-Teaching Guide* (2nd ed) (New York: John Wiley & Sons Inc, 1995), pp. 49-68

b. External Factor

External factors include family factor as the background of the family and family supported, material factor as the material nothing new or quality of the material is bad, speaker factor as style and speaking technique.³⁵

In short, Hermawan states that there are two factor which influences problem learning listening, the problem are internal factor such as listeners condition, concentration, speed of speech, listeners get confused, low motivation and external factors such as social factor as a family, effect of material, or effect of the speaker.

Based on several explanations about the problem in learning English, the researcher concluded that two experts above have a similar perception about cause of the problem in learning listening they are internal factor which occur in students selves and external factor which occur outside of students' selves. Then, the contradiction in this theory are based on Allen the cause of the problem in external factor is enveloped class condition, but based on Hermawan statement external factor is background of the family, material factor, speaker factor as style and speaking technique.

In conclusion, learning listening is one of most prominent skill in language learning, to understand students' problem, the teacher or students self-have to

³⁵Herry Hermawan, *Menyimak Keterampilan yang Berkomunikasi Terabaikan*, (Yogyakarta: Graha Ilmu, 2012), p. 49

observe something that influences in learning listening such as the problem in learning listening and the cause of problem occur in learning listening. To reduce the investigation of problems in learning listening in this research, derived from some theories that have been referred, the researcher conducted to use Ur's as the reference of the theory because she gave clearly explanation about phenomenon often occur in the learning listening at senior high school. According to Ur, there are six factors of problems in learning listening. There are: trouble with sound, have to understand every word, difficult to understand natural native speakers, listener need to repeat the recorded material, listeners difficult to keep up, and listeners get tired.

The researcher conducted to use Allen's as the reference theory about the cause of problem in learning listening because Allen give more specify explanation about internal factor and give limited explanation about external factor, the explanation is just about class condition. According to Allen the cause of problem in learning listening are internal factor which occur in students selves such the myth that only speaking presents power, perception-reception-attention, hearing what you want to hear, biased listening, green flag word, the effect of emotions on listening, styles of listening, physical barriers, and semantic barrier. Then, external factor which occur outside of students' selves but in this theory the cause of the problem enveloped class condition such as talker not speaking loudly enough, or whispering, talker's

mannerisms, appearance, loud noises, such as traffic, machinery, room temperature too hot or too cold, faulty acoustics, making it difficult to hear, view of outside activity or scenery, clock-watching, interruptions, phone calls, talker speaking in a monotone or unfamiliar accent, or talking too rapidly or too slowly, time pressures, deadlines, work pressures, taking on more than one can handle, doing two or three things at one time.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. According to Anderson and Arsenault qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.³⁶ According to McMillan and Schumacher state that qualitative research describes and analyzes people's individual and collective social actions, beliefs, thoughts, and perceptions.³⁷ In addition, qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.³⁸

The researcher concluded that qualitative research is a form of inquiry to get information in way of analyzes people's individual or phenomena in their natural settings. According to description above, this research used qualitative research and the researcher was functioned as an observer. Thus, in this research, the researcher described the students' problems in learning listening and the cause of problem occur in learning listening

³⁶ Gary Anderson and Nancy Arsenault, *Fundamentals of Educational Research* (London: The Falmer Press, 2005), p. 126

³⁷ James H. McMillan and Sally Schumacher, *Research in Education: A Conceptual Introduction*, (New York: Longman, 2001), p. 395.

³⁸ Natasya Mack, *et. al. Qualitative Research Methods: A Data Collector's Field Guide* (New York: Asaid, 2005), p. 1

B. Population, Sample and Sample Technique

1. Population

Setiyadi states that all of the people which can be the target of the research are called population.³⁹ In addition, Lodico states that a population is the wider group of individuals about which the researcher wants to make statements.⁴⁰ It means that population is the wider group of individuals that could be the target in the research. The population in this research was all students of the eleventh grade of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017. The number of students is 296. They could be seen in the following table 2:

Table 2: The Number of Students at First Semester of the Eleventh Grade of SMAN 15 Bandar Lampung in Academic Year of 2016/2017

No	Class	Gender		Total
		Male	Female	
1.	IPA 1	9	30	39
2.	IPA 2	12	28	40
3.	IPA 3	30	9	39
4.	IPA 4	15	25	40
5.	IPS 1	15	20	35
6.	IPS 2	10	23	33
7.	IPS 3	12	22	34
8.	IPS 4	21	13	33
Total		126	170	296

Source: Document of the Number of Students at First Semester the Eleventh Grade of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017

³⁹Ag Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif Dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 38

⁴⁰Marguerite G. Lodico, *Methods in Educational Research from Theory to Practice*(San Francisco: A Wiley Imprint, 2006), p. 140

2. Sample

A sample is a smaller group selected from a larger population (in this case, a realistic population) that is representative of the larger population. Samples allow researchers to work with a smaller, more manageable subgroup of the realistic population.⁴¹ In addition, McMillan and Schumacher state that the sample can be selected from a large number group of persons, identified as the population, or it can simply refer to the group of subjects from data are collected.⁴² Sample (that is, a subset) of a population is selected for any given study.⁴³ In conclusion, a sample is a smaller group that is subgroup of a population is selected for any given study. In this research the researcher used one class as the sample, they were students at the eleventh grade of SMAN 15 Bandar Lampung.

3. Sample Technique

The sampling technique is the methods to get the sample. Based on three of the most common sampling methods used in qualitative research: purposive sampling, quota sampling, and snowball sampling. The researcher used purposive sampling. Based on Lodico statement, purposive sampling is the sampling procedure most often used in qualitative research. Purposive sampling is a procedure where the researcher identifies key informants:

⁴¹*Ibid.* p141

⁴² James H. McMillan and Sally Schumacher, *Op. Cit* p.169.

⁴³Natasha Mack, *et. al. Op.Cit.* p.5

persons who have some specific knowledge about the topic being investigated.⁴⁴ According to Eliyana, purposive sampling is to achieve an in depth understanding of selected individuals, not to select a sample that will represent accurately a defined population.⁴⁵ In addition, Creswell states that purposive sampling is selected individuals and sites for study because they can purposefully inform and understanding of the research problem and central phenomenon in the study.⁴⁶

It means that purposive sampling is a procedure where the researcher used the samples by certain consideration because they could be informing and understanding of the research problem and the phenomenon in the study. In this case, the researcher used class XI IPS4 as a sample of this research because class XI IPS4 has the lowest average score, it was possible for the researcher to find a specific problem in learning listening. They could be seen in the following table:

Table 3
The English Listening Score at First Semester of the Eleventh Grade of SMAN 15 Bandar Lampung in the Academic Year 2015/2016

No	Class	The of Number Students	Average Score
1	XI IPA1	39	72
2	XI IPA2	40	71
3	XI IPA3	39	69
4	XI IPA4	40	67

⁴⁴ Marguerite G. Lodico, *Op. Cit.* p. 140

⁴⁵ Eliyana, *Educational Research, Seventh Edition*(Oregon: University of Oregon, 1998), p.166

⁴⁶John W. Creswell, *Qualitative Inquiry Research Design Choosing among Five Approaches* (London: SAGE Publications, 2007), p. 125

No	Class	The of Number Students	Average Score
5	XI IPS1	35	70
6	XI IPS2	33	67
7	XI IPS3	34	66
8	XI IPS4	33	64

Source: Document of the English Listening Score at First Semester the Eleventh Grade of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017

C. Data Collecting Technique

Sugiyono states that data collecting technique is the first main step in a research because the main purpose of a research is to get data. Without knowing the data collecting technique, the researcher will not get the data meet the fixed standard data.⁴⁷ In this research, the researcher collected the data using the following technique:

1. Observation

One of the observation types which the researcher is participant observation. Sarwono states that observation is systematically recording the events, behavioral, objects in view and another thing that need support in the research.⁴⁸ In this research, The researcher did not teach the students directly, but just observed students' activity in listening class. The researcher is collecting data use observational checklists when observing participants in a natural setting. The researcher observed process in listening class to know students' problem and the cause of problem in learning listening.

⁴⁷ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R & D* (Bandung: Alfabeta, 2012), p. 208

⁴⁸ Jonathan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p. 224

2. Questionnaire

Sugiyono states that Questionnaire is data collecting technique that uses to giving questions for the respondent to answer the questions.⁴⁹ Questionnaires are documents that ask the same questions of all individuals in the sample. Respondents record a written or typed response to each questionnaire item.⁵⁰ The researcher used the type of opened questionnaire and close questionnaires. It means that questionnaires are documents that give questions for the respondent, the questions were answered by students. In this research, the researcher gave the questionnaire to all of the students in the XI IPS 4 after learning the listening process.

D. Research instrument

To collect the data, some instruments are needed. In this research, the researcher used instrument that appropriates with the data collecting technique

1. Observation

In this research, the researcher is collecting data use observational checklists when observing participants in a natural setting. According to Lodico researcher has to adapt pre established checklists or develop and design their own checklists to gather the kinds of data they need to answer their research

⁴⁹ Sugiyono, *Op Cit* p. 199

⁵⁰ Eliyana, *Loc. Cit*

questions. These checklists function as a list of criteria or items that the researcher is looking to find.⁵¹The researcher wrote a note during the learning listening process. In this case, the researcher wrote, analyzed and made inference about the object under study. The researcher used specification as follows:

Table 4
Specification of Observation

Component of Observation	Number of Question	Total Item
To know students' problem in learning listening	1,2,3,4,5,6	6
To know the cause of problem in learning listening	7,8,9,10,11,12,13,14,15,16,17,18,19,20	14
Total		20

2. Questionnaire

Instrument in this research is questionnaire. In this research, the researcher used the type of opened questionnaire and close questionnaires. Based on Arikunto opened questionnaire is the question which answer by students' sentence and close questionnaires is the question which the respondents can directly answer.⁵² Question formats in this research used multiple choices. Multiple choice questions except the respondent are given a choice of answers and must check one. Distinct choices may make the analysis easier and they

⁵¹ Marguerite G. Lodico, *Methods in Educational Research from Theory to Practice* (San Francisco: A Wiley Imprint, 2006), p.113

⁵²Suharsimi Arikunto, *Prosedur Penelitian* (Yogyakarta: Renika Cipta, 2002), p. 127

provide natural groupings for comparing respondents of various types.⁵³ In conclusion, the researcher used open and close questionnaire to get the detail information of students' problems in learning listening and the cause of problem in learning listening. The researcher used the specification of questioner as follows:

Table 5
Specification of Questionnaire

Component of Questioner	Number of Question	Total Item
To know students' problem in learning listening	1,2,3,4,5,6	6
To know the cause of problem in learning listening	7,8,9,10,11,12, 13,14,15,16,17, 18,19,20	14
Total		20

E. Research Procedure

The procedure of the research as follows:

1. Identifying a research problem
2. Reviewing the literature
3. Specifying a purpose for research
4. Collecting data
5. Analysis and interpreting the data

To count the percentage of students' response in questionnaire, researcher used the formula as follow:

$$P = f / n \times 100 \%$$

P = Number of percentage

⁵³Gary Anderson and Nancy Arsenault *Op.Cit.* p. 182

f = Obtained value
n = Total number of sample

6. Reporting and evaluating research⁵⁴

F. Data Trustworthiness

In the qualitative research, the researcher reveals the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed. Qualitative validity means that the researcher checked for the accuracy of the findings by employing certain procedures.⁵⁵ The technique used to improve the validity of data in qualitative research was triangulation, there were six kinds of triangulation, there are :

1. Triangulation of time, triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.
2. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different places for similar data.
3. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
4. Triangulation of method. In triangulation of method the researcher uses different methods for collecting similar data.

⁵⁴ John Creswell W, *Educational Research*, (London: SAGE Publication, 2007), p.7

⁵⁵ *Ibid.* p.190

5. Researcher triangulation. In researcher triangulation, for collecting the same data, it will be done by some people.
6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so the researcher collect the both of data from those approach.⁵⁶

Getting beyond the validity of data, the researcher used triangulation method and triangulation of time to obtain the data. Referring the previous discussion of data collecting techniques the researcher has mentioned, this research used observation and questionnaire at one time to obtain the valid data.

G. Data Analysis

Data analysis is the process of organizing the data in order to get the pattern of other explanation from where as data interpretation is the process of giving meaning to the result of data analysis.⁵⁷ Data analysis was conducted to create understanding of data and to enable the writer to present the result of this research to the reader. Therefore, the researcher used Sugiyono's data analysis recommendations as follows:

1. Data Reduction

Data reduction means making summary, choosing and focusing on the important things and skipping the things which are not important. In this case,

⁵⁶ Ag Bambang Setiyadi, *Op. Cit.* pp. 346-347.

⁵⁷ *Ibid*, p.98

the researcher selected the data from observation on the learning process and give the questionnaire to the students.

2. Data Display

After reducing the data, the next activity display the data to be meaningful. Data Display can be done by narrative form, table, graphic and others. Through the presentation of these data, organized the data, made arrangement in a pattern of relationship, thus it was more easily understand. It can be said that the data was described in the form of table and narrative form in order to be meaningful and be more easily understood.

3. Conclusion Drawing

After analyzing the data the researcher made a conclusion about students' problem in learning listening and the cause of the problem in learning listening. It can be concluded that there were three steps in qualitative research for reporting the result. The first step was data reduction that researcher summarized the data, selected the key points and focused on the things that important. The second step was data display which described in the form of table and narrative in order to be meaningful and be more easily understand. The last made conclusion after analyzing the data.⁵⁸

⁵⁸ Sugiyono, *Op. Cit.* p.341

CHAPTER IV

RESULT AND DISCUSSION

A. General Description of the Research Place

1. The Brief History of SMA N 15 Bandar Lampung

SMA N 15 Bandar Lampung is located on Jl.Turi Raya, TanjungSenang, Bandar Lampung, 35141, SMA N 15 Bandar Lampung identity:

Name : SMA N 15 Bandar Lampung
 Place : Bandar Lampung
 Address : Jl.Turi Raya, KecamatanTanjungSenang,
 BandarLampung.
 Established Year : 2004
 NIS/NSS : 300510/ 30212601305
 Time to Study : In the morning

2. The Principle of SMA N 15 Bandar Lampung

The principal of SMA N 15 Bandar Lampung has been changed for six times. The following are the names of the principals of SMA N 15 Bandar Lampung:

Table 6
The data of the Principle at SMANegeri 15 Bandar Lampung
in the Academic Year of 2016/2017

No.	Name	Time
1.	Dra. Hj. Masmunah	June-November 2004
2.	Drs. BambangPriyadi	2004-2007

3.	Hi. Teguh Budi Santoso, M.Pd	2007-2008
4.	Imam Santoso, S.Pd	April-August 2008
5.	Sucipto, S.Pd	2008-2011
6.	H. Teguh Budi Santoso, M.Pd	2011-2017
		2017- Until now

Source: Document of SMA N 15 Bandar Lampung

3. The Condition the Teachers and Students of SMA Negeri 15 Bandar Lampung

Number of English teachers at SMA Negeri 15 Bandar Lampung are 5 people of the teachers of SMA Negeri 15 Bandar Lampung in the academic year of 2016/2017.

Table 7
The Data of English Teachers at Negeri 15 Bandar Lampung in the Academic Year of 2016/2017

No.	Name	Expertise
1.	Edi Sutopo, S.Pd	English
2.	Drs. AnisSinurat	English
3.	Drs. I.GustiNyomanSuwirta	English
4.	Amrullah, S.Pd	English
5.	Hj. Riza Mei Afrisa, S.Pd	English

Table 8
The data of Students the Eleventh Grade of SMAN 15 Bandar Lampung inthe Academic Year of 2016/2017

No	Class	Gender		Total
		Male	Female	
1.	IPA 1	9	30	39
2.	IPA 2	12	28	40
3.	IPA 3	30	9	39
4.	IPA 4	15	25	40
5.	IPS 1	15	20	35
6.	IPS 2	10	23	33
7.	IPS 3	12	22	34

8.	IPS 4	21	13	33
Total		126	170	296

Source: Document of SMA N 15 Bandar Lampung

As the explanation before, there were 296 students in the eleventh grade of SMAN 15 Bandar Lampung. They were divided into eight classes, 126 male, and 170female.

4. The Building and Rooms SMA N 15 Bandar Lampung

To support the teaching and learning process, SMA N 15 Bandar Lampung had some facilities. This is detailed information about the number and the condition of teaching and learning facilities of SMA N 15 Bandar Lampung can be described as follows:

Table 9
The Total Rooms of SMA N 15 Bandar Lampung

No	The Name of Room	Total	Condition
1	Headmaster's room	1	Good
2	Teachers' room	1	Good
3	Classroom	19	Good
4	Computer laboratory and language laboratory	1	Upgrading Process
5	Masque	1	Good
6	Library	1	Good
7	Osis' room	1	Good
8	Polyclinic/ UKS' room	1	Good
9	Canteen	1	Good
10	Toilet for teacher	2	Good
11	Toilet for students	8	Not Good
12	Park Area	2	Good

Source : Document of SMA N 15 Bandar Lampung

From the explanation before, it showed that SMA N 15 Bandar Lampung had some rooms that use to support the process of teaching and learning activities. The conditions of the rooms were good.

B. Data Analysis

After collecting the data, the researcher analyzed the data that contain observation and questionnaire. According to Sugiyono, there are three major phases of data analysis, they are; data reduction, data display, and conclusion drawing.

1. Data Reduction

Data reduction is the first component or level in the model of qualitative data analysis of Sugiyono theory. It refers to make summary, choosing and focusing on the important things and skipping the things which are not important⁵⁹In this case, the researcher selected which data that were used in her research. There were three instruments used to collect the data: observation and questionnaire, from twenty six questions in based on the theory, researcher consolidate the data become twenty question by using blue print (see appendix 3). The researcher selected the data from observation on the learning listening and give the questionnaire to the students.

a. Observation

The researcher employed an observation (see Appendix 4A). Observation was conducted in two meeting, in the first observation on 10th May 2017 at SMAN 15 Bandar Lampung, at 10.45 until 11. 30 o'clock in the morning. In the process of

⁵⁹Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R & D* (Bandung: Alfabeta, 2012), p. 341

teaching and learning listening, the teacher started the class by greeting the students and checking students' attendance list, the teacher gave brain storming to the students and asked something about the material. The teacher introduced about narrative text and he gave some example about narrative text, then the teacher played record material to the students, and students answered the question in the papers.

In the second observation on 17th May 2017 at SMAN 15 Bandar Lampung, at 10.45 until 11. 30 o'clock in the morning. The teacher conducted the teaching activities same to the first meeting, but this meeting had different material. The material was advertisement. Firstly, the teacher starts by reviewing the students' comprehension of the last material. After that, the teacher gave brain storming to the students and asked something about advertisement and the teacher introduced about the material and he gave some example about the advertisement by used some picture, then the teacher played record material to the students, and students answered the question in the papers.

b. Questionnaire

Based on the questionnaire filled by students, the researcher can describe that students' response was varied (see appendix 5A and 5B). In this research, researcher divided into kind of questionnaire

- 1) Closed and opened questionnaire, this questionnaire used to know students' problems and the cause of problems in learning listening by using students' opinion.

2) Closed questionnaire, this questionnaire used to know the cause of the problem based on the experts' explanations.

The questionnaire consisted of twenty questions (see appendix 5A). The first until sixth questions were to know the students' problems in learning listening and the cause of the problem in learning listening by using open questionnaire and the seventh until the twentieth questions were to know the cause of the problem in learning listening by using close questionnaire. Questionnaire was given to the whole students in Class XI IPS 4 which consisted of 33 students. To make it simple explain, the researcher multiplied each students' answer with 100% and divided the result by the total number of students, then the problem and cause problems would be explained based on the percentage derived from the students questionnaire result.

2. Data Display

Data display is the second component or level in the model of qualitative data analysis. It a data display refers to the presentation of these data, organized the data, made arrangement in a pattern of relationship, thus it was more easily understand.⁶⁰ In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table and narrative form. The analysis was done based on data collected by each instrument.

a. Observation

Based on the data showing in the data reduction, in this part, the data were going to be identified and displayed for the two meetings. In the observation process,

⁶⁰Sugiyono, *Loc. Cit*

the researcher prepared the observation checklist. The observation was in the form of the table that contained the aspect that measured problems and cause of problem faced by students (seen appendix 4B and 4C).

Based on the observation sheet above, the data found had been identified as explained in the following discussion.

- 1) Trouble with sound: the researcher found out of the problems about student trouble with sound in the first and second meeting (see appendix 4B and 4C), the problems was students look like busy to get the meaning of each word because they did not understand the meaning speaker has told, it means that they got unaware accurate sound perception.
- 2) Have to understand every word: in this case researcher found in the first observation and second was the students too busy to found of the meaning each word in the process of listening. It means that student believe that everything was said bears (equally) important information.
- 3) Can't understand fast, natural native speech: students cannot stop played of the material so it made them difficult understood the meaning quickly, from the first and second meeting (see appendix 4B and 4C), students ask teacher to pause of the record material, then they often ask speaker to slow down and speak clearly.
- 4) Need to hear things more than once: researcher found in the first and second meeting (see appendix 4B and 4C) students always ask the teacher to replay the record material, it means that students need to hear record material more

than once and in real life students are often going to have to cope with 'one-off' listening.

- 5) Find it difficult to keep up: in this case in the first meeting (see appendix 4B), the students look like so seriously in whole the process of learning listening, while in the second meeting (see appendix 4C), the students lazy to hear the speakers and they feel overloaded with incoming information.
- 6) Get tired: in this case in the first meeting (see appendix 4B), the students look like happy in the class, while in the second meeting (see appendix 4C), the student felt boring in the class because students ask the teacher for breaking them up into short chunks through pause.
- 7) The myth that only speaking presents power: researcher found in the first and second meeting on the data number eight (see appendix 4B and 4C) students gave good response in the learning listening, it means that they were not resistance to listening tends to be their culture norm.
- 8) Perception-reception-attention: researcher found in the first and second meeting on the data number eight (see appendix 4B and 4C) students gave response and gave attention in the process of learning listening, it means that they were not expect to hear certain things.
- 9) Hearing what you want to hear: on data number seven in the first meeting (see appendix 4B), the students look like interested in whole the process of learning listening, while in the second meeting (see appendix 4C), they look like boring in the class, it means that student hear what they want to hear.

- 10) Biased listening: on data number two researcher found in the first observation and second was the students too busy to found of the meaning each word in the process of listening, it means that students label the information ahead of time as important, and they are anxious for the speaker to get to the point.
- 11) Green flag word: the researcher found on the data number nine in the first and second meeting (see appendix 4B and 4C), students felt happy and seriously in the process of learning listening, so it means that a variation of this phenomenon is manner in which positive words cannot effect an emotional response in the class.
- 12) The effect of emotions on listening: the researcher found on the data number nine in the first and second meeting (see appendix 4B and 4C), students felt happy, seriously and students ask to stop the recorded material, it means that in the process of learning listening along with word that effect our biases that lead to emotions, there were not some areas students do not want to talk about, topic that they have an emotional reason for not wanting to discuss.
- 13) Styles of listening: on data number seven in the first meeting (see appendix 4B), the students look like interested in whole the process of learning listening, while in the secondmeeting (see appendix 4C), students have style that make them different each other, in this case there sometimes students fake attentions, but some listeners were not highly depend and live vicariously through the opinions, wishes, feelings of other.

- 14) Physical barriers: the researcher found on the data number eleventh in the first and second meeting (see appendix 4B and 4C), students felt happy and feel up in the process of learning listening
- 15) Semantic barrier: the researcher found on data number one in the first and second meeting (see appendix 4B and 4C), students look like busy to get the meaning of each word because the meaning are in people not word, they each have their meaning for words.
- 16) Talker not speaking loudly enough, or whispering speaker: the researcher found on the data number twelve in the first and second meeting (see appendix 4B and 4C), students did not ask teacher to loud the recorded material.
- 17) Talker's mannerisms: the researcher found on the data number thirteen in the first and second meeting (see appendix 4B and 4C), students get confused of speaker style.
- 18) Loud noises, such as traffic, machinery: the researcher found on the data number fourteen in the first and second meeting (see appendix 4B and 4C), there were not traffic and machinery in the class and outside of class room.
- 19) Room temperature too hot or too cold: on data number fifteen in the first meeting (see appendix 4B), the weather in this time was not very hot, while in the second meeting (see appendix 4C), sometimes in the second time the weather was too hot although in the class have two fan but students which sit in front, they got sultry.

- 20) Faulty acoustics, making it difficult to hear: the researcher found on the data number sixteen in the first and second meeting (see appendix 4B and 4C), there were not faulty acoustics.
- 21) View of outside activity or scenery: the researcher found on the data number fourteen in the first and second meeting (see appendix 4B and 4C), there were not something disturb outside of listening process.
- 22) Clock-watching: the researcher found on the data number nineteen in the first and second meeting (see appendix 4B and 4C), students were not anticipation of break or the end of school because they felt happy in the class.
- 23) Interruptions, phone calls: the researcher found on the data number seventeen in the first and second meeting (see appendix 4B and 4C) there were not phone cells ring in the class but something disturb in the class such as students disturb their friends.
- 24) Talker speaking in a monotone or unfamiliar accent, or talking too rapidly or too slowly: the researcher found on the data number eighteen in the first and second meeting (see appendix 4B and 4C), students may think that speaker unchanging intonation because sometimes they get confused to get the meaning and they feel born in the class.
- 25) Time pressures, deadlines: the researcher found on the data number nineteen in the first and second meeting (see appendix 4B and 4C), students did not felt time is too long overall, or too short because they felt happy in the class.
- 26) Work pressures, taking on more than one can handle, doing two or three things at one time: the researcher found on the data number twenty in the first

and second meeting (see appendix 4B and 4C), students did not do anything other than learning listening.

b. Questionnaire

To make it simple explain, the researcher multiplied each students' answer with 100% and divided the result by the total number of students, then the problem and cause problems would be explained based on the percentage derived from the students questionnaire result. The percentage of students' problem and cause of the problem in learning listening was as follows:

Table 11
Result of Closed Questionnaire

No.	Question	Respond	Obtained Value	Number of Percentage
1.	Did you understand speaker means?	Yes	17	51.5%
		No	16	48.5%
2.	Did you think that you have to understand every word?	Yes	24	72.7%
		No	9	27.3%
3.	Did you understand fast, natural native speaker?	Yes	13	39.4%
		No	20	60.6%
4.	Did you understand the meaning of speaker has said by playing the recorded material once?	Yes	5	15.2%
		No	28	84.8%
5.	Did you could to keep up in the process of learning listening?	Yes	3	9.1%
		No	30	90.9%
6.	Did you get tired in the process of learning listening?	Yes	2	6.1%
		No	31	93.9%
7.	Did you just want hearing what you want to hear?	Yes	28	84.8%
		No	5	15.2%
8.	Did you resistance of the speaker statement?	Yes	10	30.3%
		No	23	69.7%
9.	Did the words influence your emotional response?	Yes	6	18.2%
		No	27	81.8%

10.	Did you more interested to do something than listening to the material?	Yes	10	30.3%
		No	23	69.7%
11.	Did you feel up in the process of learning listening?	Yes	25	84.8%
		No	8	15.2%
12.	Did the speaker speak loudly enough?	Yes	27	81.9%
		No	6	18.1%
13.	Did the speaker mannerisms make difficult to understand the meaning?	Yes	26	87.9%
		No	4	12.1%
14.	Did the activity and view outside of class rooms disturbed on process learning listening?	Yes	13	39.4%
		No	20	60.6%
15.	Did temperature of the class influence the concentration?	Yes	10	30.3%
		No	23	69.7%
16.	Did faulty acoustic make it difficult to hear?	Yes	6	18.1%
		No	27	81.9%
17.	Did an interruption disturb in the class?	Yes	23	69.7%
		No	10	30.3%
18.	Did the way of the speaker in speaking monotone?	Yes	20	60.6%
		No	13	39.4%
19.	Did the time supported in the process of learning listening?	Yes	31	93.9%
		No	2	6.10%
20.	Did you do two or three things at one time?	Yes	11	66.7%
		No	22	33.3%

Table 13

Result of Opened Questionnaire

No.	Question	Answer/reason	Conclusion
1.	Did you understand speaker means??	Yes, because the word is easy to understood	The students havehave problems trouble with sound.
		No, because students never hear the word and difficult to understood.	
2.	Did you think that you have to understand every word?	Yes, because to understand the meaning and answered the question in the blank, students have to know every word.	The students have problems in their perception.
		No, because students think that every word was not really important to know.	

3.	Did you understand fast, natural native speaker?	Yes, it enough to understand.	It means that students could not understand fast, and natural native speakers
		No, because Indonesian and English have different pronounce, the speakers too rapidly, and difficult to understand.	
4.	Did you understand the meaning of speaker has said by playing the recording material once?	Yes, because listening was just to answer the question, in the blank.	Students felt that need to hear more than once
		No, because difficult to understand the meaning, speaker too rapidly, difficult to concentrate, disapproved of material.	
5.	Did you could to keep up in the process of learning listening?	Yes, because of the material interested for them.	Students difficult to keep up
		No, because of the class condition, too noisy, difficult to hear and to understand.	
6.	Did you get tired in the process of learning listening?	Yes, because of sleepy.	Students did not get tired.
		No, because of the material interested to them.	

Based on the questionnaire filled by the students above, the researcher can describe that the students' response was varied. For more detail, the researcher described the problem and the cause of the problem as follow:

From data the data number one, it showed that 51.5% of students could not understand the meaning of speaker has told, it means that they get trouble with sound because students never hear the word and difficult to understood, while 48.5% of students did not get difficult to understanding the meaning.

The data number two showed that 72.7% of students perception that they have to understand every word because to understand the meaning and answered the

question in the blank, students have to know every word, and 27.3% of students think that every word was not really important to know.

The data number three showed that 39.4% of students answer yes, and 60.6% of students answer no, it means that most of the students think that could not understand fast, and natural native speaker, because the speakers speak too rapidly, so it made difficult to understand, then Indonesian and English have different pronounce.

The data number four it showed that 15.2% of students answer yes, and 84.8% of students answer no, it means that most of the students could not understand the meaning by hearing the recorded material once time. The cause of this problem were difficult to concentrate and disapproved of material.

Data number five, showed that 9.1% of students could keep up in the process of learning listening, and 90.9% of students did difficult to keep up in learning listening, this was because of the condition of class was very noisy, so it made difficult to hear and understand of the native speaker has told.

Data number six showed that 6.1% of students got tired because they were sleepy in the class, and 93.9% of students did not get tired because they felt interested in the process of learning listening.

The data number seven, 84.8% of students felt that the material was interested to them, so they want to hear the material and 15.2 % of students felt that

sometimes the material born for them. It means that the cause of the problem did not cause of the material and the topic.

The data number eight showed that 69.9% of students did not resistance of speaker statement, and they listen to what is really said, while 30.3% of students have gave resistance of speaker statement.

The data number nine, 6 % of students felt that the word was the influence on their emotional response, while 81,8% of students felt that the word was not influenced by their emotional response. It means that the cause of students' problem was not green flag word/ the word could affect emotional response.

Based on data number teen, it showed that 30.3% of students focus too much attention on themselves, and 69.7% of students more focus on the listening than other activity.

Data number eleven showed that 84.8% of students felt up in the process of learning listening, and 15.25% of students did not feel up to par. It means that most of the students were not feeling up to par in the process of learning listening.

Data number twelve showed that 81.9% of students felt that the speaker speaking loudly enough, and 18.1% of students felt that the speaker speaking was not loudly enough. It means that the cause of the problems did not cause of the speaker.

From the data number thirteen, it showed that 87.9% of the students felt that the speaker mannerisms made difficult to understand the meaning, and 12.1% of the students felt that the speaker mannerisms did not make difficult to understand the meaning. It means that one of the causes of problems was speaker mannerisms.

The data number fourteen showed that 39.4% of the students felt that the activity and view outside of class rooms disturbed on process learning listening, and 60.6% of students felt that the activity and view outside of class rooms were not disturbed on process learning listening. It seems that the cause of the problem did not activity and view outside of class rooms.

The data number fifteen showed that 30.3% of the students felt that temperature of the class rooms influences the concentration, and 69.7% of the students felt that temperature of the class rooms was not influenced the concentration in the process of learning listening. It means that the cause of the problem in learning listening was not the temperature of the class rooms.

From the data number sixteen, it showed that 18.1% of the students felt that there was faulty acoustic in the process of learning listening and 69.7% of the students felt that there were not faulty acoustic that made difficult to hear. It means that the cause of the problem in learning listening was not caused of faulty acoustic.

The data number seventeen showed that 69.7% of the students felt that something interruption was disturbed in the process of learning listening and 30.3% of the students felt that something interruption was not disturbed in the

process of learning listening. It means that the cause of the problem in learning listening was something disturbed in the class.

From the data number eighteen, it showed that 60.6% of the students felt that talker speaking monotone and 39.4% of the students felt that talker was not spoken monotone. It means that one of the causes of the problem in learning listening was talker speaking monotone in the process of learning listening.

The data number nineteen showed that 93.9% of the students felt that time was support of the process learning listening and 6.10% of the students felt time was not support of the process learning listening. It means that time was not causes of the problem in learning to listening.

The data number twenty showed that 33.3% of the students felt that they do two or three things at one time and 66.7% of the students felt that they were not doing two or three things at one time. It means that doing two or three things at one time was not the causes of the problem in learning listening.

3. Conclusion Drawing/Verification

Conclusion Drawing is the last component or level in the model of qualitative data analysis of Sugiyono theory. In this part, the researcher made a conclusion about students' problem in learning listening and the cause of the problem in learning listening.

a. Students problems' in learning listening

The researcher employed observation checklist and gave the questionnaire to know students' problems in learning listening. As Ur's statement there are six problems in learning listening as follow:

- 1) Trouble with sound: Listener is often themselves unaware of accurate sound perception.
- 2) Have to understand every word: The learners believe that everything that said bears (equally) important information.
- 3) Can't understand fast, natural native speech: learners will often ask speaker to slow down and speak clearly.
- 4) Need to hear things more than once: The fact remains that in real life they are often going to have to cope with 'one-off' listening.
- 5) Find it difficult to keep up: The learner feel overloaded with incoming information.
- 6) Get tired: Passages too long overall, and for breaking them up into short chunks through pause, listener response or change of speaker.⁶¹

Having conducted the research, the researcher found some problems faced by the students as follow:

- 1) Trouble with sound

⁶¹ Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 2009), pp. 111-112

The researcher found out of the problems about student trouble with sound in the first and second meeting on observation (see appendix 4B and 4C), the problems was students look like busy to get the meaning of each word because they did not understand the meaning speaker has told, it means that they got unaware accurate sound perception. While from data the data number one in the questioner, it showed that 51.5% of students could not understand the meaning of speaker has told, it means that they get trouble with sound because students never hear the word and difficult to understood, it means that one of student' problems in learning listening was trouble with sound.

2) Have to understand every word

The researcher found out of the problems about students have to understand every word on the first observation and second observation (see appendix 4B and 4C), the students too busy to found of the meaning each word in the process of listening. It means that student believe that everything was said bears (equally) important information, while from questionnaire data number two showed that 72.7% of students perception that they have to understand every word because to understand the meaning and answered the question in the blank, students have to know every word. It could be conclude that one of students' problems in learning listening was have to understand every word.

3) Can't understand fast, natural native speech

The researcher found out of the problems about students can't understand fast, natural native speech on the first observation and second observation (see appendix 4B and 4C), students cannot stop played of the material so it made them difficult understood the meaning quickly, students ask teacher to pause of the record material, then they often ask speaker to slow down and speak clearly. While in questionnaire, the data number three showed that 60.6% of students could not understand fast, natural native speaker. It means that one of student' problems in learning listening wasstudents can't understand fast, natural native speech.

4) Need to hear things more than once

The researcher found on first observation and second observation (see appendix 4B and 4C), students always ask the teacher to replay the record material, it means that students need to hear record material more than once and in real life students are often going to have to cope with 'one-off' listening. While from questionnaire of data number four it showed that 84.8% of the students could not understand the meaning by hearing the recorded material once time. It means that one of student' problems in learning listening wasstudents need to hear things more than once.

5) Find it difficult to keep up

The researcher found on first observation (see appendix 4B),the students look like so seriously in whole the process of learning listening, while in the second meeting (see appendix 4C), the students lazy to hear the speakers and

they feel overloaded with incoming information. From questionnaire of data number five, showed that 90.9% of students did difficult to keep up in learning listening. It means that that one of students' problems in learning listening was students find it difficult to keep up.

6) Get tired

The researcher found on first meeting (see appendix 4B), the students look like happy in the class, while in the second meeting (see appendix 4C), the student felt boring in the class because students ask the teacher for breaking them up into short chunks through pause. From questionnaire of data number six showed that 6.1% of students got tired because they were sleepy in the class, and 93.9% of students did not get tired because they felt interested in the process of learning listening. It could be concluded that get tired was not students' problems in learning listening.

b. The cause of problems in learning listening

The researcher observed and gave questionnaire to know the cause of the problems in learning listening. To validate the observation data, the researcher employed the questionnaire which was given to the XIIPS 4 students. Based on the theory, there were two factors cause of problems in learning listening that explained by Allen, they are:

a. Internal Factors

- 1) The myth that only speaking presents power: resistance to listening tends to be our culture norm.
- 2) Perception-reception-attention: when we expect to hear certain things, we don't listen to what is really said.
- 3) Hearing what you want to hear: listening barrier exists when someone hear what he want to hear.
- 4) Biased listening: we label the information ahead of time as unimportant, too boring, too complex, or nothing new, and we are anxious for the speaker to get to the point
- 5) Green flag word: a variation of this phenomenon is manner in which positive words can also effect an emotional response in us that can interfere with our listening.
- 6) The effect of emotions on listening: along with word that effect our biases that lead to emotions, there are some areas we do not want to talk about, topic that we have an emotional reason for not wanting to discuss.
- 7) Styles of listening: someone have style that make them different each other such us some people fake attentions (the faker), some listeners are highly depend and live vicariously through the opinions, wishes, feelings of other.
- 8) Physical barriers: at certain times of the day, we have more energy than at others.

- 9) Semantic barrier: the meaning are in people not word, we each have our meaning for words.
- b. External Factors
- 1) Talker not speaking loudly enough, or whispering speaker
 - 2) Talker's mannerisms: style of speaker talk is one of important in success of learning listening
 - 3) Loud noises, such as traffic, machinery
 - 4) Room temperature too hot or too cold
 - 5) Faulty acoustics, making it difficult to hear: the quality of sound system also affects understanding of listening
 - 6) View of outside activity or scenery: something disturb outside of listening process
 - 7) Clock-watching: time in anticipation of break or the end of school.
 - 8) Interruptions, phone calls: something disturb in the class.
 - 9) Talker speaking in a monotone or unfamiliar accent, or talking too rapidly or too slowly: unchanging intonation
 - 10) Time pressures, deadlines: time is too long overall, or too short.
 - 11) Work pressures, taking on more than one can handle, doing two or three things at one time. ⁶²

⁶²Madelyn Burley Allen, *Listening the Forgotten Skill A Self-Teaching Guide* (2nd ed) (New York: John Wiley & Sons Inc, 1995), pp. 49-68

Having conducted the research, the researcher found the cause of problems in learning listening of the eleventh grade of SMAN 15 Bandar Lampung as follow:

a) Internal factors

Internal factors which occur in students' selves as students' perception that each word is equally important information.

1) Hearing what you want to hear

The researcher found on first meeting (see appendix 4B) the students look like interested in whole the process of learning listening, while in the second meeting (see appendix 4C), they look like boring in the class, student hear what they want to hear. From questionnaire of data number seven, 84.8% of students felt that the material was interested to them, so they want to hear the material. It means that the cause of the problem was not the material and the topic.

2) Biased listening

The researcher found on first meeting (see appendix 4B), the students look like happy in the class, while in the second meeting (see appendix 4C), the student felt boring in the class because students ask the teacher for breaking them up into short chunks through pause. From questionnaire of data number six showed that 6.1% of students got tired because they were sleepy in the class, and 93.9% of students did not get born because they felt interested in the process of learning listening. It could be concluded that biased listening was not the cause of students' problems in learning listening.

3) Styles of listening

The researcher found on data number seven in the first observation (see appendix 4B), the students look like interested in whole the process of learning listening, while in the second observation (see appendix 4C), students have style that make them different each other, in this case there sometimes students fake attentions, but some listeners were not highly depend and live vicariously through the opinions, wishes, feelings of other. From questionnaire of data number teen, it showed that 30.3% of students focus too much attention on themselves. It means that the cause of problems was styles of listening.

4) Semantic barrier:

The researcher found on data number one in the first and second meeting (see appendix 4B and 4C), students look like busy to get the meaning of each word because the meaning are in people not word, they each have their meaning for words. From questionnaire of data number from data the data number one, it showed that 51.5% of students could not understand the meaning of speaker has told. It means that the cause of the problems was semantic barrier.

b) External factors

External factors which occur outside of students' selves as follow:

1) Talker's mannerisms

The researcher found on the data number thirteen in the first and second observation (see appendix 4B and 4C), students get confused of speaker style. From questionnaire of data number thirteen, it showed that 87.9% of

the students felt that the speaker mannerisms made difficult to understand the meaning, It means that one of the causes of problems was speaker mannerisms.

2) Room temperature too hot or too cold

The researcher found on data number fifteen in the first observation (see appendix 4B), the weather in this time was not very hot, while in the second observation (see appendix 4C), sometimes in the second time the weather was too hot although in the class have two fan but students which sit in front, they got sultry. From questionnaire of data number fifteen showed that 30.3% of the students felt that temperature of the class rooms influences the concentration, It means that the cause of the problem in learning listening was not the temperature of the class rooms

3) Interruptions, phone calls

The researcher found on the data number seventeen in the first and second meeting (see appendix 4B and 4C) there were not phone cells ring in the class but something disturb in the class such as students disturb their friends. From questionnaire data number seventeen showed that 69.7% of the students felt that something interruption was disturbed in the process of learning listening. It means that the cause of the problem in learning listening was something disturbed in the class.

4) Talker speaking in a monotone or unfamiliar accent, or talking too rapidly or too slowly

The researcher found on the data number eighteen in the first and second meeting (see appendix 4B and 4C), students may think that speaker unchanging intonation because sometimes they get confused to get the meaning and they feel born in the class. From questionnaire of data number eighteen, it showed that 60.6% of the students felt that talker speaking monotone. It means that one of the causes of the problem in learning listening was talker speaking monotone in the process of learning listening.

Researcher found the problems in opened questionnaire other than Ur and Allen theory, the problems as follow:

1) Students never hear the word

Researcher found in the questioner number one about student trouble with sound, in this case students gave the reason that they got difficult to understand the meaning of the word because they never hear the word before. Based on Underwood Listeners do not have high vocabulary knowledge, it means that listeners may face an unfamiliar word which can stop them and think about the meaning of that word for a while and miss the next part of the speech.⁶³ It could be concluded that students do not have high vocabulary knowledge.

⁶³Abbas Pourhosein Gilakjani, Narjes Banou Sabouri, "Learner's Listening Comprehension Difficulties In English Language Learning: A Literature Review" *Journal Canadian Center Of Science And Education*, Vol. 9 No.6 (April 2016) p. 123-132 Extract in Mary Underwood, *Teaching Listening*, (London: Longman, 1989) p.62-63 <http://files.eric.ed.gov/fulltext/EJ1101226.pdf>

2) Different pronounce between Indonesian and English

Researcher fount in the opened questioner number three about students cannot understand fast, natural native speaker. Native speaker in the process of learning listening was English native speaker so, the students had difficult to understand faster the meaning of word. Praveen and Patel state that problem in learning English was habit formation: if we want to learn language we should take it in practice. Acquiring new habit is the result of learning.⁶⁴ It means that students of SMAN 15 Bandar Lampung using Indonesian in their habitual, it made difficult for them to understand English pronounce. From the explanation about researcher concluded that the problem was habit formation.

3) Difficult to concentration

Researcher fount in the opened questioner number five, it show that students difficult to keep up in the process of learning listening, this because of students disturbed other friends so the situation was getting noisy, it made difficult to concentration. Based on Underwood problems in learning listening was concentrate on listening: sometimes the shortest break in attention can prevent comprehension⁶⁵. It can be concluded the short break which disturb in the class was students in the class.

⁶⁴M. Praveen and M.E.Patel, *English Language Teaching* (Jaipur: Sunrise Publishers, 2008), pp.41-45

⁶⁵Abbas Pourhosein Gilakjani, Narjes Banou Sabouri, *Loc. Cit*

C. Discussion of Finding

In this part, the researcher would like to discuss the finding of students' problems in learning listening and the cause of the problems in learning listening. This research was produced by the participants of the research, they are the students of XI IPS 4 class of SMAN 15 Bandar Lampung in the second semester in the academic year of 2016/2017 that had been observed. In the research conducted on 10th May 2017 and 17th May 2017 at SMAN 15 Bandar Lampung, the researcher observed in the process of learning listening in the class IPS 4 by observing the recorded material and situations in the class while learning listening to know problem and the cause of the problem in learning listening. Then researcher gave questionnaire to the students to know students problem and the cause of the problem in learning listening.

1. Students problems' in learning listening

The researcher found out some result of the research in the process of learning listening at the eleventh grade students of SMAN 15 Bandar Lampung. From the data gained through observation, the researcher assumed that learning process was running well but there were many obstacles students, it made students difficult to master of listening process. The result of the questionnaire also showed that almost the problems were caused by students' obstacles in the class. According to Ur, there are six problems in learning listening as follow:

- 1) Trouble with sound: Listener are often themselves unaware of accurate sound perception.

- 2) Have to understand every word: The learners believe that everything that said bears (equally) important information.
- 3) Can't understand fast, natural native speech: learners will often ask speaker to slow down and speak clearly.
- 4) Need to hear things more than once: The fact remain that in real life they are often going to have to cope with 'one-off' listening.
- 5) Find it difficult to keep up: The learner feel overloaded with incoming information.
- 6) Get tired: Passages to long overall, and for breaking them up into short chunks through pause, listener response or change of speaker.⁶⁶

Based on the result of questionnaire and observation, it could be concluded that the problems faced by students as follows:

- 1) Trouble with sound

Problems was students look like busy to get the meaning of each word because they did not understand the meaning speaker has told, it means that they got unaware accurate sound perception.

- 2) Have to understand every word

The students had difficulties in understanding the meaning of words and the students were too busy to find out the meaning of each word after listening section have done, students believed that to answer the question they have to

⁶⁶ Penny Ur, *Loc. Cit*

understand every words. It means that the students have believed everything that said bears (equally) important information.

3) Can't understand fast, natural native speech

Students cannot stop played of the material so it made them difficult understood the meaning quickly, students ask teacher to pause of the record material, then they often ask speaker to slow down and speak clearly.

4) Need to hear things more than once

The fact remains that in real life students are often going to have to cope with 'one-off' listening but to understand the meaning they need to hear more than once.

5) Find it difficult to keep up

The students were not felt overloaded with incoming information but in the opened questioner students explain that interruptions or something disturbed in the class as the students disturbed other friends so the situation was getting noisy, it made difficult to concentration and difficult to keep up.

2. The cause of problems in learning listening

The researcher observed and gave questionnaire to know the cause of the problems in learning listening. To validate the observation data, the researcher employed the questionnaire which was given to the XI IPS 4 students. Based on the theory, there are two factors cause of problems in learning listening that explained by Allen, they are:

1) Internal Factors

- a) The myth that only speaking presents power: resistance to listening tends to be our culture norm.
- b) Perception-reception-attention: when we expect to hear certain things, we don't listen to what is really said.
- c) Hearing what you want to hear: listening barrier exists when someone hear what he want to hear.
- d) Biased listening: we label the information ahead of time as unimportant, too boring, too complex, or nothing new, and we are anxious for the speaker to get to the point
- e) Green flag word: a variation of this phenomenon is manner in which positive words can also effect an emotional response in us that can interfere with our listening.
- f) The effect of emotions on listening: along with word that effect our biases that lead to emotions, there are some areas we do not want to talk about, topic that we have an emotional reason for not wanting to discuss.
- g) Styles of listening: someone have style that make them different each other such us some people fake attentions (the faker), some listeners are highly depend and live vicariously through the opinions, wishes, feelings of other.
- h) Physical barriers: at certain times of the day, we have more energy than at others.
- i) Semantic barrier: the meaning are in people not word, we each have our meaning for words.

2) External Factors

- a) Talker not speaking loudly enough, or whispering speaker
- b) Talker's mannerisms: style of speaker talk is one of important in success of learning listening
- c) Loud noises, such as traffic, machinery
- d) Room temperature too hot or too cold
- e) Faulty acoustics, making it difficult to hear: the quality of sound system also affects understanding of listening
- f) View of outside activity or scenery: something disturb outside of listening process
- g) Clock-watching: time in anticipation of break or the end of school.
- h) Interruptions, phone calls: something disturb in the class.
- i) Talker speaking in a monotone or unfamiliar accent, or talking too rapidly or too slowly: unchanging intonation
- j) Time pressures, deadlines: time is too long overall, or too short.
- k) Work pressures, taking on more than one can handle, doing two or three things at one time.⁶⁷

Based on the result of observation and questionnaire that answered by the students, it could be concluded that the cause of problems faced by students as follows:

1) Internal Factors

⁶⁷Madelyn Burley Allen, *Listening the Forgotten Skill A Self-Teaching Guide* (2nd ed) (New York: John Wiley & Sons Inc, 1995), pp. 49-68

Internal factors which occur in students' selves as students' perception that each word is equally important information.

a) Styles of listening

the students look like interested in whole the process of learning listening but sometimes students have style that make them different each other, in this case there sometimes students fake attentions, but some listeners were not highly depend and live vicariously through the opinions, wishes, feelings of other. students focus too much attention on themselves.

b) Semantic barrier

Students look like busy to get the meaning of each word because the meaning are in people not word, they each have their meaning for words

2) External factors

External factors which occur outside of students' selves as follow:

a) Talker's mannerisms

Speaker mannerisms made difficult to understand the meaning, It means that one of the causes of problems was speaker mannerisms.

b) Interruptions, phone calls

There were not phone cells ring in the class but something disturb in the class such as students disturb their friends.

c) Talker speaking in a monotone or unfamiliar accent, or talking too rapidly or too slowly

Students think that speaker unchanging intonation because sometimes they get confused to get the meaning and they feel born in the class. Students also think that the speaker speak too rapidly.

Researcher found the cause of the problems in opened questionnaire other than Allen theory, the problems as follow:

1) Unfamiliar word

Researcher fount in the questioner number one about student trouble with sound, in this case students gave the reason that they got difficult to understand the meaning of the word because they never hear the word before. Based on Underwood Listeners do not have high vocabulary knowledge, it means that listeners may face an unfamiliar word which can stop them and think about the meaning of that word for a while and miss the next part of the speech.⁶⁸ It could be concluded that students do not have high vocabulary knowledge.

2) Different pronounce between Indonesian and English

Researcher fount in the opened questioner number three about students cannot understand fast, natural native speaker. Native speaker in the process of learning listening was English native speaker so, the students had difficult to understand faster the meaning of word. Praveen and Patel state that problem in learning English was habit formation: if we want to learn language we should take it in practice. Acquiring new habit is the result of

⁶⁸Abbas Pourhosein Gilakjani, Narjes Banou Sabouri, *Loc. Cit*

learning.⁶⁹ It means that students of SMAN 15 Bandar Lampung using Indonesian in their habitual, it made difficult for them to understand English pronounce. From the explanation about researcher concluded that the cause of problem was habit formation.

3) Difficult to concentration

Researcher found in the opened questioner number five, it show that students difficult to keep up in the process of learning listening, this because of students disturbed other friends so the situation was getting noisy, it made difficult to concentration. Based on Underwood problems in learning listening was concentrate on listening: sometimes the shortest break in attention can prevent comprehension⁷⁰. It can be concluded the short break which disturb in the class was students in the class.

Based on the result of problems above, it can be inferred that the problems explained in the theory mostly happen to the students. The researcher concluded that there were many obstacles faced by the students, it gave the big influence for success full in learning listening then the teacher and students could anticipate or solve those problems. After the researcher analyzed and found the finding of the research, hopefully, the researcher gave a contribution of the research to the better way. In the process of learning listening should anticipate problem and the cause of the problem which occurs in the class. Besides, someone should have information about the how

⁶⁹M. Praveen and M.E.Patel, *Loc.Cit*

⁷⁰Abbas Pourhosein Gilakjani, Narjes Banou Sabouri, *Loc.Cit*

to manage students' perception, students' problems, the cause of the problems occur and how to solve students' problem.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions of the problem in learning and the cause of the problem in the eleventh grade of SMA Negeri 15 Bandar Lampung.

A. Conclusion

Based on the data analysis, it can be concluded that:

- 1) The students' problem in learning listening are students' perception that they Trouble with sound, have to understand every word, they cannot understand faster the natural native speakers, they need to hear more than once, they find difficult to keep up.
- 2) The cause of the problem in learning listening are internal factors such as styles of listening and semantic barrier, than external factors such as a talker's mannerism makes students difficult to understand the meaning, interruption in the class or condition of the class was very noisy, speakers speak too rapidly, native speakers speaking in monotone, and also the cause of the problem in learning listening are unfamiliar word, different pronounce between Indonesian and English, difficult to concentration.

B.Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

a. For the Teacher

- 1) The teacher should give more attention to the students in the process of learning listening.
- 2) The teacher should give motivation to the students in the process of learning listening
- 3) The teacher should manage the class and give an understanding about students' perception the in learning listening.

b. For the Students

- 1) The students should learn and be more serious in learning listening.
- 2) To master in learning listening and to understand natural native speakers quickly, it is better to the students get a lot of listening practice at school and out of the school.
- 3) The students should keep study hard and be nice students.

c. For the School

The school should repair the broken equipment, it is better to the school to handle broken language laboratory quickly.

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Appendix 1A Interview Guideline of Preliminary Research for the Teacher

INTERVIEW GUIDELINE OF PRELIMINARY RESEARCH FOR THE TEACHER

Pewawancara : **Mega Selvi Maharani**
Narasumber : **Edi Sutupo, S.Pd**
Hari/Tanggal :
Waktu :
Tempat : **SMA Negeri 15 Bandar Lampung**

1. Dapatkah anda menceritakan bagaimana pengalaman anda dalam mengajar bahasa Inggris di SMA Negeri 15 Bandar Lampung?
2. Apakah anda mengajarkan keempat skill bahasa Inggris secara merata?
3. Bagaimana dengan nilai yang di dapatkan siswa dalam pembelajaran bahasa Inggris?
4. Bagaimana cara atau metode yang anda gunakan dalam proses belajar mengajar di SMA Negeri 15 Bandar Lampung, khususnya dalam skill listening?
5. Bagaimana dengan fasilitas atau media yang tersedia di SMA Negeri 15 Bandar Lampung, khususnya untuk pembelajaran listening?

Appendix 1B Teacher's Interview of Preliminary Research Transcript

Interviewer : Mega Selvi Maharani
Interviewee : Edi Sutopo, S.Pd
Day/date : Tuesday/November, 8th 2016
Time : 09.00 a.m
Place : SMA Negeri 15 Bandar Lampung

Interviewer : Assalamualaikum Wr. Wb Mr

Interviewee : Waalaikumsalam Wr. Wb. Ada apa ya?

Interviewer : Mohon maaf Mr. mengganggu sebentar, saya ingin menanyakan beberapa pertanyaan terkait dengan proses belajar mengajar Bahasa Inggris di SMAN 15 Bandar Lampung, karena saya ingin melaksanakan penelitian di SMAN 15 Bandar Lampung mengenai masalah yang dihadapi siswa dalam pembelajaran Bahasa Inggris?

Interviewee : Oh iya boleh saja. Jika saya bisa, pasti akan saya jawab.

Interviewer : Terimakasih sebelumnya Mr. tapi apa benar Mr. mengajar kelas XI IPS?

Interviewee : Iya benar.

Interviewer : Mr. bagaimana pengalaman anda dalam mengajar Bahasa Inggris di sekolah ini Mr ?

Interviewee : Saya sudah lama mengajar di SMAN 15 Bandar Lampung ini. Tetapi baru kali ini saya mendapatkan kelas IPS, menurut saya banyak perbedaan saat mengajar kelas IPA dan IPS, sebenarnya kelas IPS itu sama pintar dengan kelas lain, namun lebih sulit untuk mengajak mereka berkonsentrasi dalam pembelajaran terutama pelajaran Bahasa Inggris. Itu bukan masalah besar, saya fikir itu akan menyenagkan.

Interviewer : Lalu apakah masalah itu juga berpengaruh dengan hasil belajar mereka disini Mr, terutama dalam pelajaran Bahasa Inggris?

- Interviewee : Ya tentu, oleh sebab itu banyak siswa yang sering mendapatkan nilai kecil dalam setiap ulangan mereka.
- Interviewer : Oh begitu Mr. dalam pembelajaran Bahasa Inggris kita memiliki empat skill Mr. listening speaking, reading, dan writing, apakah skill yang paling disukai oleh anak- anak SMAN 15 bandar lampung Mr?
- Interviewee : Emmh, siswa kan berbeda-beda jadi ada yang suka speaking saja atau yang lain, tapi ada juga yang suka semuanya.
- Interviewer : Hehe iya Mr. Mr apakah semua skill masuk dalam pengajaran Bahasa Inggris di kelas XI, dan bagaimana dengan kesamarataan dalam pembelajaran Mr?
- Interviewee : Ya kalo dalam syllabus semuanya ya pasti masuk lah, tapi disini ya kami menekan kan reading, karena ujian kan kebanyakan reading, tapi ya skill lain seperti writing, speaking, dan listening juga diajarkan, tetapi hanya sedikit.
- Interviewer : Bagaimana dengan hasil belajar siswa dalam empat skill tersebut Mr.?
- Interviewee : Ya begitu lah. Kalau untuk reading si insyaallah ga ada masalah, mungkin karena malas membaca saja, speaking ya lumayan lah, tapi yang paling sedikit respon si listening, mungkin mereka merasa itu sulit karena mereka tidak terbiasa.
- Interviewer : Oh iya Mr. bagaimana dengan cara mengajar listening di kelas IPS Mr.?
- Interviewee : Ya kalau untuk sekarang kebanyakan mendengarkan music, setelah itu mereka mengisi soal karena sepertinya mereka suka dengan hal itu.
- Interviewer : Bagaimana dengan fasilitas yang di gunakan dalam pembelajaran bahasa inggris terutama listening Mr.?
- Interviewee : Emmh itu, ya itu lah yang banyak jadi masalah, sebenarnya kami mempunyai Lab Bahasa tapi masih dalam perbaikan, tpi kalau untuk membelajarkan listening ya saya menggunakan laptop dan sounsytem dari sekolah, karena disini memang sudah ada, jadi tidak repot-repot

untuk membawa sendiri. Itu untuk sementara saja karena masih dalam tahap perbaikan.

Interviewer : Baiklah Mr. terima kasih untuk waktunya.

Interviewee : Ya sama-sama.

Appendix 1C The Result of Preliminary Research Teacher's Interview

THE RESULT OF PRELIMINARY RESEARCH INTERVIEW

Pewawancara : Mega Selvi Maharani
Narasumber : Edi Sutopo S.Pd
Hari/Tanggal : Tuesday/November, 8th 2016
Waktu : 09.00 a.m
Tempat : SMA Negeri 15 Bandar Lampung

No.	Pertanyaan	Jawaban	Kesimpulan
1	Dapatkah anda menceritakan bagaimana pengalaman anda dalam mengajar bahasa Inggris di SMA Negeri 15 Bandar Lampung?	Mr. Edi telah lama mengajar di SMAN 15 Bandar Lampung tetapi ini adalah pertama kalinya dia mendapat kelas IPS. Beliau berfikir bahwa mungkin akan sedikit sulit megajarkan kelas IPS, dikarenakan klas IPS Lebih sulit dalam berkonsentrasi saat belajar.	Guru yang telah mengajar dalam waktu yang lama seharusnya memiliki pengalaman yang tinggi dan lebih mengerti keadaan dalam peroses belajar mengajar.
2.	Apakah anda mengajarkan keempat skill bahasa Inggris secara merata?	Dalam pembelajaran bahasa inggris guru telah mengajarkan semua skill, akan tetapi disana lebih ditekankan untuk menguasai reading skill dan lebih banyak waktu dalam mengajarkan reading skill.	Dalam proses belajar mengajar seharusnya guru memberikan waktu yang samarata, karena semua skill saling bergantung antara satu dengan yang lain.
3.	Bagaimana dengan nilai yang di dapatkan siswa dalam pembelajaran bahasa Inggris?	Dalam skill reading tidak memiliki masalah dalam nilai, begitu juga dengan skill speaking dan writing, akan tetapi yang menjadi masalah adalah siswa memiliki skor rendah dalam pembelajaran listening.	Dalam ketiga skill (reading, speaking, writing) tidak memiliki masalah dalam nilai siswa, akan tetapi dalam pembelajaran listening siswa mendapatkan nilai yang rendah. Dapat dikatakan bahwa adanya suatu permasalahan dalam pembelajran listening.
4	Bagaimana cara atau metode yang anda gunakan dalam proses belajar mengajar di SMA Negeri 15 Bandar	Guru mengajarkan listening menggunakan music, lalu menjelaskan makna pembelajaran, dan isi materi, dan setelah itu menjawab pertanyaan terkait dengan materi yang telah di berikan.	Guru menggunakan media pembelajaran, yaitu music.

	Lampung, khususnya dalam skill listening?		
5.	Bagaimana dengan fasilitas atau media yang tersedia di SMA Negeri 15 Bandar Lampung, khususnya untuk pembelajaran listening?	Sekolah memiliki laboratorium bahasa tetapi masih dalam perbaikan. Untuk sementara guru menggunakan laptop dan sound system.	SMAN 15 Bandar Lampung memiliki dan menyediakan fasilitas yang cukup baik.

Appendix 2A Students' listening Score XI IPS/1
Listening Score in the First Semester of Eleventh Grade
Students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017

No	Name	Gender	KKM	Score
1.	Student A1	M	70	10
2.	Student A2	M	70	80
3.	Student A3	M	70	66
4.	Student A4	F	70	66
5.	Student A5	M	70	60
6.	Student A6	F	70	63
7.	Student A7	F	70	60
8.	Student A8	F	70	90
9.	Student A9	F	70	80
10.	Student A10	F	70	60
11.	Student A11	M	70	66
12.	Student A12	F	70	66
13.	Student A13	F	70	60
14.	Student A14	F	70	63
15.	Student A15	F	70	70
16.	Student A16	F	70	85
17.	Student A17	F	70	63
18.	Student A18	F	70	60
19.	Student A19	F	70	66
20.	Student A20	F	70	60
21.	Student A21	F	70	66
22.	Student A22	F	70	86
23.	Student A23	F	70	60
24.	Student A24	F	70	63
25.	Student A25	F	70	90
26.	Student A26	M	70	90
27.	Student A27	F	70	95
28.	Student A28	F	70	60
29.	Student A29	F	70	85
30.	Student A30	F	70	66
31.	Student A31	F	70	66
32.	Student A32	M	70	90
33.	Student A33	F	70	66
34.	Student A34	F	70	75
35.	Student A35	M	70	80
Total			2451	

Mean	70.02
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= Students of eleventh grade did not pass the minimum score
 F = 26 < KKM = 22
 M = 11 KKM= 13

Appendix 2B Students' listening Score XI IPS/2
Listening Score in the First Semester of Eleventh Grade
Students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017

No	Name	Gender	KKM	Score
1.	Student B1	F	70	66
2.	Student B2	M	70	63
3.	Student B3	F	70	80
4.	Student B4	F	70	80
5.	Student B5	M	70	36
6.	Student B6	M	70	63
7.	Student B7	M	70	60
8.	Student B8	F	70	90
9.	Student B9	F	70	86
10.	Student B10	M	70	63
11.	Student B11	F	70	63
12.	Student B12	F	70	90
13.	Student B13	F	70	60
14.	Student B14	M	70	80
15.	Student B15	F	70	66
16.	Student B16	F	70	60
17.	Student B17	F	70	63
18.	Student B18	F	70	80
19.	Student B19	M	70	83
20.	Student B20	M	70	66
21.	Student B21	M	70	90
22.	Student B22	F	70	66
23.	Student B23	F	70	63
24.	Student B24	F	70	63
25.	Student B25	F	70	66
26.	Student B26	M	70	66
27.	Student B27	F	70	63
28.	Student B28	F	70	66
29.	Student B29	F	70	60

30.	Student B30	F	70	70
31.	Student B31	F	70	80
32.	Student B32	M	70	50
33.	Student B33	M	70	60
Total			2204	
Mean			66.57	

■ = Students of eleventh grade did not pass the minimum score

F = 21

< KKM= 22

M = 12

KKM= 11

Appendix 2C Students' listening Score XI IPS/3

Listening Score in the First Semester of Eleventh Grade Students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017

No	Name	Gender	KKM	Score
1.	Student C1	F	70	90
2.	Student C2	F	70	60
3.	Student C3	F	70	70
4.	Student C4	F	70	60
5.	Student C5	F	70	80
6.	Student C6	F	70	70
7.	Student C7	M	70	66
8.	Student C8	M	70	60
9.	Student C9	M	70	66
10.	Student C10	M	70	86
11.	Student C11	M	70	60
12.	Student C12	F	70	66
13.	Student C13	F	70	66
14.	Student C14	F	70	83
15.	Student C15	F	70	63
16.	Student C16	F	70	60
17.	Student C17	M	70	76
18.	Student C18	F	70	63
19.	Student C19	F	70	66
20.	Student C20	M	70	60
21.	Student C21	M	70	60
22.	Student C22	F	70	60

23.	Student C23	F	70	66
24.	Student C24	F	70	86
25.	Student C25	F	70	86
26.	Student C26	M	70	66
27.	Student C27	F	70	60
28.	Student C28	F	70	86
29.	Student C29	M	70	73
30.	Student C30	M	70	36
31.	Student C31	F	70	36
32.	Student C32	F	70	50
33.	Student C33	F	70	66
34.	Student C34	M	70	66
Total			2249	
Mean			66.14	

■ = Students of eleventh grade did not pass the minimum score

F = 22

< KKM = 23

M = 12

KKM= 11

Appendix 2D Students' listening Score XI IPS/4

Listening Score in the First Semester of Eleventh Grade

Students of SMAN 15 Bandar Lampung in the Academic Year of 2016/2017

No	Name	Gender	KKM	Score
1.	Student D1	M	70	63
2.	Student D2	F	70	10
3.	Student D3	M	70	60
4.	Student D4	M	70	63
5.	Student D5	M	70	63
6.	Student D6	M	70	10
7.	Student D7	M	70	63
8.	Student D8	M	70	66
9.	Student D9	F	70	76
10.	Student D10	M	70	83
11.	Student D11	F	70	63
12.	Student D12	M	70	66
13.	Student D13	F	70	80
14.	Student D14	F	70	66
15.	Student D15	F	70	85

16.	Student D16	F	70	65
17.	Student D17	F	70	66
18.	Student D18	M	70	63
19.	Student D19	F	70	66
20.	Student D20	F	70	83
21.	Student D21	M	70	0
22.	Student D22	M	70	63
23.	Student D23	M	70	66
24.	Student D24	F	70	66
25.	Student D25	F	70	66
26.	Student D26	M	70	83
27.	Student D27	M	70	0
28.	Student D28	M	70	66
29.	Student D29	F	70	88
30.	Student D30	M	70	66
31.	Student D31	M	70	63
32.	Student D32	M	70	63
33.	Student D33	F	70	60
Total			2073	
Mean			62.81	

■ = Students of eleventh grade did not pass the minimum score

F = 23

<KKM = 26

M = 20

KKM= 7

Appendix 3:Blue print of observation and questionnaire

BLUE PRINT OF OBSERVATION AND QUESTIONNAIRE OF THE RESEARCH FOR THE STUDENTS SMAN 15 BANDAR LAMPUNG

No	Question	Theory
1.	Do the student understand speaker means?	<p>According to Ur, Students' problems in the learning listening is trouble with sound: listeners are often themselves unaware of accurate sound perception. It means that sometimes students get confused to understand of speakers means.</p> <p>Allen states that, semantic barrier: the meaning are in people not word, we each have our meaning for words because we filter them through our varied beliefs, knowledge, education, upbringing, and experience</p>
2.	Do the students think that they have to understand every word?	<p>According to Ur, problems in learning listening is have to understand every word: The learners believe that everything that said bears (equally) important information</p>
3.	Do the students understand fast, natural native speaker?	<p>Based on Ur explanation one of problem in learning listening is can't understand fast, natural native speech: learners will often ask the speaker to slow down and speak clearly.</p> <p>Allen states that the cause of the problems are talker not speaking loudly enough, or whispering and talker speaking too rapidly or too slowly</p>
4.	Do the students understand the meaning of speaker has said by playing the record material once time?	<p>Based on Ur theory students problem is need to hear things more than once: the fact remains that in real life they are often going to have to cope with 'one-off' listening. It means that students cannot understand yet of speaker means in once time.</p>
5.	Do the students overloaded with incoming information the process of learning listening?	<p>According to Ur, problem in learning listening is students find it difficult to keep up: the learner feel overloaded with incoming information.</p>

6.	Do the students get tired in the process of learning listening?	According to Ur, problems in learning listening is get tired: Passages to long overall, and for breaking them up into short chunks through pause, listener response or change of speaker. Based on Allen on the cause of the problems are Biased listening: label the information ahead of time as unimportant, too boring, too complex, or nothing new, and we are anxious for the speaker to get to the point.
7.	Do the students just want hearing what they want to hear?	According to Allen the cause of the problem are: Hearing what you want to hear: listening barrier exists when someone hear what he want to hear, not what is really communicated
8.	Do the students resistance of the speaker statement?	According to Allen the cause of problem are 1. The myth that only speaking presents power: resistance to listening tends to be our culture norm. 2. Perception-reception-attention: when we expect to hear certain things, we don't listen to what is really said. Present in each situation is perception, reception, attention.
9.	Do the words could be effected students emotional response?	According to Allen the cause of the problems are: 10) Green flag word A variation of this phenomenon is manner in which positive words can also effect an emotional response in us that can interfere with our listening. 11) The effect of emotions on listening Along with word that effect our biases that lead to emotions, there are some areas we do not want to talk about, topic that we have an emotional reason for not wanting to discuss.

10	Do the students more interested to do something than listening to the material?	According to Allen, the cause of the problems in learning listening is styles of listening: someone have style that make them different each other such us some people fake attentions (the faker), some listeners are highly depend and live vicariously through the opinions, wishes, feelings of other.
11.	Do the students feel up in the process of learning listening?	According to Allen, the cause of the problems in learning listening is physical barriers: at certain times of the day, we have more energy than at others. Fatigue is a factor in listening, since listening take concentration and effort.
12.	Do the speaker speaking loudly enough?	According to Allen, the cause of the problems in learning listening is speaker not speaking loudly enough:
13.	Do the speaker mannerisms made difficult to understand the meaning?	According to Allen, the cause of the problems in learning listening is talker mannerism: style of speaker talk is one of important in success of learning listening
14.	Do the activity and view outside of class rooms disturbed on process learning listening?	According to Allen, the cause of the problems in learning listening are 1. Loud noisy, such as traffic machinery 2. View of outside activity
15.	Do temperature of the class influence to the concentration?	According to Allen, the cause of the problems in learning listening is room temperature to hot or too cool
16.	Do faulty acoustic, making it difficult to hear?	According to Allen, the cause of the problems in learning listening is faulty acoustic: the quality of sound system also affects understanding of listening.
17.	Do something interruption was disturbed in the class?	According to Allen, the cause of the problems in learning listening is intrusion ,phone: something disturb in the class
18.	Do the talker speaking monotone?	According to Allen, the cause of the problems in learning listening is talker speaking in monotone: unchanging intonation

19.	Do the time has supported in the process of learning listening?	According to Allen, the cause of the problems in learning listening are: 1. Clock-watching: time in anticipation of break or the end of school 2. Time pressures, deadlines
20.	Do you were doing two or three things at one time?	According to Allen, the cause of the problems in learning listening is work pressures, taking on more than one can handle, doing two or three things at one time

Appendix 4A Observation Guideline

OBSERVATION GUIDELINE

Peneliti : Mega Selvi Maharani
Hari/Tanggal :
Waktu :
Tempat : Kelas XI IPS4, SMA Negeri 15 Bandar Lampung

No	Items to Observation	Yes	No	Notes
1.	Do the students understand what speaker means?			
2.	Do the students think that they have to understand every word?			
3.	Do the students understand fast, natural native speaker?			
4.	Do the students understand the meaning of speaker has said by playing the record material once time?			
5.	Do the students could to keep up in the process of learning listening?			
6.	Do the students get tired in the process of learning listening?			
7.	Do the students just want hearing what they want to hear?			
8.	Do the students resistance of the speaker means?			
9.	Do the words could be effected students emotional response?			
10.	Do the students more interested to do something than listening to the material?			
11.	Do the students feel up in the process of learning listening?			
12.	Do the speaker speaking loudly enough?			
13.	Do the speaker mannerisms			

	made difficult to understand the meaning?			
14.	Do the activity and view outside of class rooms disturbed on process learning listening?			
15.	Do temperature of the class influence to the concentration?			
16.	Do faulty acoustic, making it difficult to hear?			
17.	Do something interruption was disturbed in the class?			
18.	Do the talker speaking monotone?			
19.	Do the time supported in the process of learning listening?			
20.	Do you were doing two or three things at one time?			

Appendix 4B Observation Result 1

OBSERVATION RESULT

Observer : Mega Selvi Maharani
Day/Date : Wednesday, May 10th, 2017
Time : 10.45-11.30
Place : XI IPS4 Class Room, SMA Negeri 15 Bandar Lampung

No	Items to Observation	Yes	No	Notes
1.	Did the students understand what speaker means?		✓	Sometimes students were look like too busy in the process of learning listening
2.	Did the students think that they have to understand every word?	✓		The students were too busy to find out the meaning of each word.
3.	Did the students understand fast, natural native speaker?		✓	The students were too busy when the record material had been finished.
4.	Did the students understand the meaning of speaker has said by playing the record material once?		✓	The students were asking to replay the record material.
5.	Did the students could to keep up (pay full attention) in the process of learning listening?		✓	The students were noisy and busy so it made difficult to keep up.
6.	Did the students get tired in the process of learning listening?		✓	The student were keep spirit in the process of learning listening
7.	Did the students just want hearing what they want to hear?	✓		The students happy and interest tothe material
8.	Did the students resistance of the speaker means?		✓	Students gave good response
9.	Did the words influence students emotional response?		✓	There was no word that made emotional response.
10	Did the students more interested to do something than listening to the material?		✓	The students were seriously in the process of learning listening.
11.	Did the students feel up in the process of learning listening?	✓		The students spirited in the process of learning listening.
12.	Did the speaker speaking loudly enough?	✓		The record material heard loudly enough.

13.	Did the speaker mannerisms make difficult to understand the meaning?	✓		The students were too busy when the record material had been finished.
14.	Did the activity and view outside of class rooms disturb on process learning listening?		✓	There was no activity in the outside of class rooms.
15.	Did temperature of the class influence to the concentration?		✓	The class condition was hot but the class room has two fans.
16.	Did faulty acoustic make it difficult to hear?		✓	The record material was good played.
17.	Did an interruption disturb in the class?	✓		The students were very noisy.
18.	Did the way of speaker in speaking monotone?	✓		The speaker had been said monotone.
19.	Did the time supported in the process of learning listening?	✓		
20.	Did the student do two or three things at one time?		✓	The students focus on the process of learning listening.

Appendix 4C Observation Result 2

OBSERVATION RESULT

Observer : Mega Selvi Maharani
Day/Date : Wednesday, May 17th, 2017
Time : 10.45-11.30
Place : XI IPS4 Class Room, SMA Negeri 15 Bandar Lampung

No	Items to Observation	Yes	No	Notes
1.	Did the students understand what speaker means?	✓		The students get confused in the process of learning listening.
2.	Did the students think that they have to understand every word?	✓		The students were too busy to find out the meaning of each word.
3.	Did the students understand fast, natural native speaker?		✓	The students were too busy when the record material had been finished.
4.	Did the students understand the meaning of speaker has said by playing the record material once?		✓	The students were asking to replay the record material.
5.	Did the students could to keep up (pay full attention) in the process of learning listening?		✓	The students were too noisy and busy so it made difficult to keep up.
6.	Did the students get tired in the process of learning listening?	✓		The students were sleepy in the process of learning listening.
7.	Did the students just want hearing what they want to hear?		✓	The students were feel boring of hear the material
8.	Did the students resistance of the speaker means?		✓	Students gave good response
9.	Did the words influence students emotional response?		✓	There was no word that made emotional response.
10	Did the students more interested to do something than listening to the material?		✓	The students were seriously in the process of learning listening.
11.	Did the students feel up in	✓		The students spirited in the process of

	the process of learning listening?			learning listening.
12.	Did the speaker speaking loudly enough?	✓		The record material heard loudly enough.
13.	Did the speaker mannerisms make difficult to understand the meaning?	✓		The students were too busy when the record material had been finished.
14.	Did the activity and view outside of class rooms disturb on process learning listening?		✓	There was no activity in the outside of class rooms.
15.	Did temperature of the class influence to the concentration?		✓	The condition of the class rooms was cool, because the class room has two fans.
16.	Did faulty acoustic make it difficult to hear?		✓	The record material was good played.
17.	Did an interruption disturb in the class?	✓		The students were very noisy.
18.	Did the way of speaker in speaking monotone?	✓		The speaker had been said monotone.
19.	Did the time supported in the process of learning listening?	✓		The students got confuse in the process of listening.
20.	Did the student do two or three things at one time?		✓	The students focus on the process of learning listening.

Appendix 5A Questionnaire Sheet

QUESTIONNAIRE SHEET

Responden :
Kelas : XI IPS 4
Hari/Tanggal :
Waktu :
Tempat : SMA Negeri 15 Bandar Lampung

PETUNJUK PENGISIAN

1. Bacalah pertanyaan-pertanyaan di bawah ini hingga anda memahami maksudnya. Kuestioner ini di susun untuk mengetahui pendapat anda tentang pelajaran bahasa inggris, kuestioner ini tidak berpengaruh terhadap nilai bahasa inggris anda, maka jangan ragu untuk menjawab setiap pertanyaan yang di berikan dengan sejujur-jujurnya.
 2. Berilah jawaban dengan member silang (X) pada jawaban yang tersedia A atau B, dan tulislah alasan pada pertanyaan yang membutuhkan alasan.
-

1. Apakah anda mengerti maksud perkataan pembicara?

a. Ya

b. Tidak

Alasan:.....

2. Apakah penting untuk mengerti setiap kata yang diucapkan oleh pembicara dikaset?

a. Ya

b. Tidak

Alasan:.....

18. Apakah pembicara di kaset terlalu monoton saat berbicara?

a. Ya

b. Tidak

19. Apakah waktu dalam pembelajaran listening cukup efektif?

a. Ya

b. Tidak

20. Apakah anda melakukan sesuatu hal saat pembelajaran mendengarkan selain yang di perintahkan oleh guru?

a. Ya

b. Tidak