

**TEACHER'S STRATEGY FOR DEALING WITH STUDENTS'
DIFFICULTY OF LISTENING COMPREHENSION IN THE
EIGHTH GRADE OF SMP YPPI DONOKERTO SURABAYA**

THESIS

Submitted in Partial Fulfillment of the Requirement For The degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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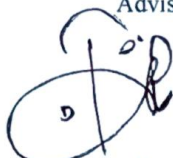
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ABSTRACT

Adawiyah, Robiatul 2016. Teacher's Strategy for Dealing with Student Difficulty of Listening Comprehension in The Eighth Grade of SMP YPPI Donokerto. A Thesis. English Department, Faculty of Tarbiyah State Institute for Islamic Studies Sunan Ampel Surabaya. Advisor: Rizka Safriyani, M.Pd

Key Words: Teacher's Strategy, Listening Comprehension.

In this study the researcher discusses: (1) What are the causing factor of students' difficulty in listening comprehension; (2) What are teacher strategies for dealing with students' difficulty in listening comprehension of the eighth grade student of SMP YPPI Donokerto. This study is descriptive design. This study focuses on the eighth grade students at SMP YPPI Donokerto and the teacher as the subject. In this research there are three instruments that were used in collecting data: interview, observation, and documentation. Furthermore, the researcher set up observation notes, used the field to resume interview with the teacher and some of student at the eighth grade of SMP YPPI Donokerto.

The finding of the study showed that the strategies which were implemented for teaching listening for students of SMP YPPI Donokerto are various strategies. Some of these strategies are *telling story, whispering, repetition words, games, reading newspaper, listening cassette and guessing words*. Then, the strategies were implemented well. It was arranged in three phase activities; Pre-activity, While-activity and post-activity. It also showed that there were several problems faced by the teacher in implementing the strategies: the equipment of the listening is lack. Considering the urgency of listening strategies, it needs to improve the strategies applied by the teacher for teaching English at the eighth grade students of SMP YPPI Donokerto.

The conclusion is that at SMP YPPI Donokerto there are six strategies used by two English teachers. Those are: *listening cassette, telling story, repetition words, whispering, guessing meaning, dictation and games*. The suggestions hope the teachers are expected to improve the other strategies teaching listening and also complete the equipment of teaching listening.

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CHAPTER I

INTRODUCTION

This chapter provides the background of the research to describe the reason why the researcher intends to conduct the research. Then, the problem is formulated in the research question along with the objective of the study. It is continued with the significances of the study to inform the usefulness of the research result. The limitation about what is included in this research is given in scope and limitation of the study. Finally, the last part is the definition of key term.

A. Research Background

In the development of basic language skills in learning a second language or foreign language and a learner or language learner will learn to listen first, then talk and learn how to read and write. The general objective of teaching English as a foreign language is to make the students able to understand and use the language correctly. Therefore, it is necessary for the students to learn the skill and component of language, such as listening, speaking, reading and writing and the components of language are grammar, pronunciation, spelling and vocabulary. However, as Demirel as cited in Sevik, he claims that the listening skill is the most difficult to develop of all the four language skills

and special attention and more time should be devoted for the teaching of the listening skill.¹

As Luo said that during more than twenty years of teaching, he has found that it is very difficult for his students to understand English through listening. In language learning, when talk is about a dealing with five basic skills: such as listening, speaking, reading, writing and translating, he always put “listening” at the beginning of them.² That is because listening is the most important skill of the five and also the basic way of receiving language input. When people can speak sensibly only if they understand what is said. In fact, people cannot talk if they cannot hear other people’s talk. That simply means there is not enough language input and there is no output.

Listening has been identified as one of the most used and one of the most important communication skills in personal, academic, and professional settings alike.³ The vital role of listening in communication begins with the recognition that listening is the first language skill to be acquired. In early listening research, it was found that Americans spend about 30 per cent of the time they devote to language each day in speaking, 16 per cent in reading, 9 per cent in writing, and 45 per cent in listening.⁴

¹ Mustafa Savik, *Developing Young Learners’ Listening Skills Through Songs*, (www.kefdergi.com, accessed on 03 January 2015)

² Chunpin Luo. *An Action Research Plan for Developing and Implementing The Students’ Listening Comprehension Skills* (www.ccsenet.org/journal.html, Accessed on 03 January 2015)

³ Wolvin, A. D. , & Coakley, C. G. *Listening (5th ed.)*. New York: McGraw-Hill, 1996.

⁴ Paul T. Rankin, The Importance of Listening Ability, *English Journal*, XVII (Oktober), 1928

When students learn listening comprehension, they need supporting by all of the elements because listening is so challenging and listening in another language is a hard job. Therefore, teachers need to think carefully about making their activities successful and their content interesting. Effective listening require as much attention and mental activity as another skills.

Speaking and listening are both active uses of language. Listening can be seen primarily as the active use of language to access other people's meanings. For example, as cited in Mustafa Sevik, Kirsch argues that when teachers are planning listening activities, they should choose a meaningful text (e.g. story, song, and poem) that suits the cognitive and linguistic needs of pupils and that repetitive texts facilitate listening and remembering. She further argues that teachers should choose appropriate and authentic materials whenever possible (e.g. CD, CD-ROM, internet) and teacher should make sure that the text is comprehensible.⁵

Sometimes a teacher still uses a simple media as like tape recorder that is not reach out enough. Therefore, it is important to use an appropriate and effective technique in teaching listening in order to help students in learning and mastering listening easily such as when students listening to the native speaker. Moreover, it is necessary to teach listening with an interesting and creative technique so learners can get some words or sentence from a native speaker easily and clearly.

⁵ Mustafa Savik, *Developing Young Learners' Listening Skills Through Songs*, (www.kefdergi.com, accessed on 03 January 2015)

Unfortunately, not all teachers can find and create the right method for their teaching learning process in order to make students can learn the material easily. Teachers have some problems in teaching learning process. For example, speed of speech and pace, or theory that applied in the class, so that students get bored in learning English, and they were still passive in the class. It made students's achievement in listening skill low. Whereas, the problem that usually faced by students are difficult to get of the new word, students not understand the meaning of the sound of the speaker. So, this is to be a serious problem because some students cannot understand the whole text after listening to it three times in class.

Some students might think that learning listening comprehension is difficult. Therefore, to foster the students' listening comprehension skills and prepare them to be active listeners in language learning is a big challenge. Scholars and researchers have done a lot of research to help students to acquire the skill. However, they cannot rely on some methodologies completely. They might see that apart from the methodologies, they also need to know that we face individual student differences such as their learning styles, their backgrounds, and their cultures in teaching. In different classrooms, teachers have to adopt different teaching methods to be with their own students.

As cited in Dung, Flowerdew and Miller assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. Furthermore, as cited in

Dung too, Ngoan stated that the students have to face these three problems. First of all, students have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which might the students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents.⁶

Similarly, in an action research plan for developing an implementing the students' listening comprehension skill, Luo also concluded that the causing factor the students feel difficult when they learn listening comprehension they are for example, the materials on the tape are usually read by English speaking people. There are different accents, difficult idioms and unfamiliar language chunks in their speaking. Mostly, the English teachers are usually local people. So, the students may not be used to the accents of the foreign people. It is hard for the students to understand native speakers.⁷

As cited in Wang Li, some researchers identified five categories of 12 listening difficulties. These five categories are described briefly below:

- 1) Text factor: difficulties related to the textual features of the listening material, such as text type, lexical density and access to visual cues.

⁶ Noi Dung, *Difficulties And Strategies In Listening Comprehension (Trinh Vinh Hien 03av4)*, (<http://www.lhu.edu.vn>, accessed on 09 January 2015)

⁷ Chunpin Luo. *An Action Research Plan for Developing and Implementing The Students' Listening Comprehension Skills* (www.ccsenet.org/journal.html, Accessed on 03 January 2015)

- 2) Processing factor: variables associated with processing the ephemeral listening input, such as missing the subsequent information while trying to understand the previous words and forgetting what is heard.
- 3) Listener factor: variables internal to listening comprehension, such as anxiety, interest and frequency of engaging in listening practice.
- 4) Task factor: variables associated with the type of questions that listeners are supposed to answer, such as multiple-choice questions and blank-filling questions.
- 5) External environment factor: variables related to the EFL learning environment, such as the amount of listening materials available to students and the adequacy of in-class listening instruction.⁸

In addition, Dung also conclude problems in learning listening are classified into two different categories, namely problems the listener and listening material and equipment. The problems from listener there are three parts first, the listener 36.8 % often make predicting what the speaker talk about, second, the listener 47.4 % always guessing unknown words or phrases, and the last one, the listener 31.6 % often recognizing main points. Whereas for the problems from the listening material, they are sometimes 63.2% is unfamiliar topics, 47.4% it is often different accents, 68.4% it is often authentic material, 36.8% sometimes and often colloquial words, 73.7% it always linking wards, it sometimes 52.6% ungrammatical sentences,

⁸ Wang Li and willy A Renandya, "Effective Approaches to Teaching Listening: Chinese EFL Teachers' Perspectives". *The journal of asia tefl* vol. 9, no. 4, Winter 201, pp. 79-111

47.4% it sometimes a hesitation, and the last one it is 52.6% sometimes long listening.

Based on the phenomenon, it was necessary to deal or conduct a research that is related with listening problem or students' difficulties in listening skill in foreign language and the teachers' strategy for dealing with students' difficulty. Generally it can happened for a learner who learn listening in second language especially for junior high school as primary students that get learning listening in the school, such as in SMP YPPI I Donokerto Surabaya, because some students in SMP YPPI I Donokerto said that when they learn listening they feel difficult and from the other skill such as speaking, reading, writing and listening they always said that listening skill is most difficult than other.

Furthermore, the English teachers in SMP YPPI I agree that the statement from the student is true. Most all students of this school feel difficult and less motivate to learn English in the class especially listening comprehension. Moreover, there are several students who regard as "trouble maker" in the class, especially at the class eight. They always make a noise or create uncomfortable atmosphere in the class during the English learning process. With the result that, other students and teacher cannot join the class effectively to learn English.

B. Research Question

In this part, it would explained about statement of the problem for this study. The researcher has two research questions from this study, there are:

1. What are the causing factors of students' difficulty in listening comprehension?
2. What are the teacher's strategies for dealing with students' difficulty in listening comprehension of the eighth grade student of SMP YPPI I Donokerto Surabaya?

C. Objective and Significance of The Study:

1. Objective of The Study

The objective of this study are: Firstly, to find out the difficulties of students' listening comprehension in learning English. Secondly, to know the causing factors of students' difficulty in listening comprehension. Thirdly, to know the teacher strategy for dealing with students' difficulty of listening comprehension of SMP YPPI I Dnokerto especially at the eighth grade.

2. Significance of the Study

There are two major benefits in this research; they are for teachers and for students.

a) The benefit for teachers to:

- 1) It helps teachers organized the strategy to teach listening with the different situation or condition.
- 2) It can get a new knowledge for teaching listening, because each student need a different treatment, especially to construct the students' concentration in learning listening.

3) to give them information about some difficulties of student in listening class. This information might be can help them to overcome the problems in teaching English and also for other teacher who faced this problems in other subjects.

b) For students:

- 1) It can give new experience to learn listening comprehension with new teacher's strategy.
- 2) to help them to find the solution when they have a problem of listening comprehension, especially when they the different situation or condition and when they listen from the native speaker.

D. Scope and Limit of the Study

There are many factors of students' difficulty in learning listening and it is not possible to mention one by one. Therefore, it was made limitation as follows:

1. This study focused to find out the causing factors of students' difficulty in listening comprehension in SMP YPPI Donokerto Surabaya.

2. This study focused to find out the teacher strategy for dealing with students' difficulty in listening comprehension in SMP YPPI Donokerto Surabaya.

E. Definition of Key Terms

1. Listening Comprehension

Listening is not the same as hearing. Hearing is a physical act while listening involves so much more which is why mastering this skill is crucial to the success of all people especially for learner. Listening is following, understanding, and processing what one hears; it is hearing with a purpose. Good listening is built on three basic skills: attitude, attention, and adjustment. As for foreign language learning, listening is of paramount important since it provides the language input.⁹ In other word, listening comprehension is the same with the complex listening process, including reception, attention, perception, and interpretation.

2. Listening problems

Listening problems which cause difficulties to student as cited in Dung, Flowerdew and Miller said that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment.¹⁰

3. Teachers Strategy

Teaching strategies which is discussed in this research does not cover all of strategies that teacher uses to teach students during the class, but it is

⁹ M. Rost, *Listening*, London: Longman, 1994

¹⁰ Noi Dung, *Difficulties And Strategies In Listening Comprehension (Trinh Vinh Hien 03av4)*, (<http://www.lhu.edu.vn>, accessed on 09 January 2015)

just focused on the strategies related to managing students' anxiety of listening. Finally, it can be explained that teacher's strategy is the strategy used by teacher to manage students' anxiety of listening.



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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer elaborates the definition of listening, listening strategies and some principles in teaching listening, listening stages, causing factors of listening difficulty for no-native speaker, success tips in teaching listening.

A. Definition of Listening

There are many definitions of “Listening” in some resource books. According to Brown listening is a psychomotor process of receiving and waves though the ear and transmitting nerve impulses to the brain.¹¹ And Davies stated:

*Listening is anything but passive activity it is complex, activity process in which the listener must discriminate between sounds, understand vocabulary and structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio cultural context of the utterance. Coordinating all this involves a great deal of mental activity on the part of the learner. Listening is hard work...*¹²

According to Ronald Carter, the term listening is used in language teaching to refer to complex process that allow us to understand spoken language.¹³ This theory explains that listening is not only recognizing the sounds but also getting the meaning of word. Additionally, the students also

¹¹ Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman. 2001.

¹² Davies, Paul et. al. *Success in English Teaching Oxford*. Oxford University Press, 2000.

¹³ Ronald Carter-David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Language*, (Cambridge: Cambridge University Press, 2001), 7

must recognize the function of the sentence when it is applied in the real-life communication.

In real-life communication, listening itself is different from real-life listening (daily listening).¹⁴ It means that the listening activities that are provided in classroom will accommodate the real-life listening outside the classroom. Therefore, there is so much attention in real-life classroom listening process as a base for students in real-life situation. In order to provide students with training of listening that will prepare them in outside classroom listening. Teacher should give them such creative activities. Then, students can translate real-life classroom listening activities to communicate in real-life listening situation in appropriate word and sentence. David Nunan defines the listening as a matter of decoding the individual sound to derive the meaning of word and change utterance.¹⁵

From the explanation above the writer can conclude that listening is a skill needed in mastering English fluently. Beside, listening is one of important aspect in mastering English has to be passed by the learners. So, all the learners have to learn listening skill seriously.

B. Listening Strategies and Some Principles in Teaching Listening

In learning and teaching listening process need some good techniques. Beside that the teacher need not only good techniques but also some good strategies in learning and teaching listening process. If the teacher can apply

¹⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York : Cambridge University Press, 1991), 107

¹⁵ Ibid, 63

the techniques and strategies well in the learning class process, then the goals of learning will achieve easily. As quoted from one kind of resource book under title “Teaching by Principles; An Interactive Approach to Language Pedagogy” mentions some strategies in supporting teaching listening in the class. Those are mention as follows:

a. Looking for key words

Looking for key words here means the students are acquired to looking the key words from the sentence or paragraph. Students are under the teacher instruction.

b. Looking for nonverbal cues to meaning

Means by looking for nonverbal here is the students is looking or answering the question through the nonverbal cues. Students here are also still under teacher instruction.

c. Predicting a speaker’s purpose by the context.

The learners or the students are trying to guess the meaning what the speakers saying.

d. Activating background knowledge.

In this part activating background knowledge means the learners are trying to catch and understand what is heard by activating the learner’s knowledge.¹⁶

e. Guessing at meanings

¹⁶ Brown H, Douglas ,Teaching by Principles; An Interactive Approach to Language Pedagogy, second edition, New York, Pearson Education

Guessing meaning means the learner's is trying to guess the meaning of the sentence what they heard.

f. Seeking clarification

Seeking clarification means the learners or the listener is seeking the clarification from the sentence or words what they heard from the speakers.

g. Listening for the gist

In this part the learner or the listener is hearing story and trying guessing the main idea.

h. Developing test-taking strategies for listening

In this part means is the improving of the strategies of teaching listening better and better.¹⁷

According to Harmer, there are some strategies in teaching listening those are:

a. Encourage students to listen as often and much as possible.¹⁸ A proverb stated, "Practice make perfect". Students need to do more listening to be a better listener. Then, it will make students accustomed to such listening text.

b. Help students prepare to listen.¹⁹

When the English teacher will teach listening, they should not directly give listening lesson. It is better for the teacher to stimulate the student's mind, for instance, by showing such pictures to students can predict what kind of

¹⁷ ibid

¹⁸ Jerny Harmer, *How to Teach English* new edition, (England: Pearson Education Limited, 2007), 135.

¹⁹ ibid

story that they will hear. Because the curiosity, hopefully students have such motivation for the listening story.

c. One may not be enough.²⁰

Ur stated, “even if learners can do the task after one listening. Teacher may wish to let them hear the text again, for the sake of further exposure and practice and better chances of successful performance.¹⁹ In other words, student’s ability of listening is different one other. Some of them can listen only once while others need to listen more than one. Nevertheless, for the success of student’s listening, it is better to play the listening text more than once.

Based on the explanation above has been mention the different meaning between the techniques and strategist in teaching listening. In this research it will be focused in the strategist only.

C.Listening Stages

Listening is best taught in three stages: pre-listening activities, whilst - listening, post-listening.²¹ The first stage prepares learners, the second develops and checks comprehension, and the third relates what they heard to their own experience. These are the detailed information about pre-listening, whilst-listening and post- listening:

1. Pre-listening This stage is to prepare the students for what they are going to hear, only are usually prepared in real life. This stage is meant to train the

²⁰ Jermy Harmer, *How to Teach English* new edition, (England: Pearson Education Limited, 2007), 135

²¹ Davies, Paul et. al. 2000. *Success in English Teaching* Oxford. Oxford University Press

learners to predict text based on their knowledge such as language, topic, or background of knowledge.

Here are some examples of exercise in pre-listening:

- a. Discuss a relevant picture.
- b. Discuss a relevant experiences.
- c. Associate ideas with the topic
- d. Associate vocabulary with the topic
- e. Predict information about the topic
- f. Write questions about the topic

2. While-listening

This stage is to help the students understand the texts. But, they are not expected to understand every word. In this case, the students who participate actively in the listening experience are more likely to construct clear, accurate meaning as they interpret the speaker's verbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they know, assessing what more they need to know.

Here are the examples of exercise in whilst-listening:

- a. identify the exact topic, or an aspect of it
- b. Note two or four pieces of information
- c. Answer questions
- d. Complete sentences
- e. Complete a table, map, or picture

3. Post-listening

This stage is to help the students connect what they have heard with their own ideas, experience and encourage interpretive and critical listening and reflective thinking.

Here are the examples of exercise in post-listening:

- a. Using notes made while listening to write a summary
- b. Reading a related text
- c. Doing a role-play
- d. Writing on the same theme
- e. Studying new grammatical structures
- f. Practicing pronunciation

In short, teachers need to design a lesson plan that has three stages, they are pre-listening, whilst-listening, and post-listening. Those activities encourage the students to achieve the aim of learning and make the learning process undergo smoothly as the expectation.

While if the teachers can apply and conduct the three stages have been mention the learning of listening skill will be running successfully. That means both of the teacher and students will achieve the goals of learning success without any troubles.

D. Causing Factors of Listening Difficulty for No-Native Speaker

There one factors that made students face difficulty in learning listening.

As Amber conclude in a research, he mentions these factors include the amount

of prior exposure to the language, familiarity with and an ability to understand the non-native language's phonology, vocabulary size, and background knowledge about the topic, text, structure, schema, and culture.²²

Moreover, as discussed by Juan and Abidin, they discussed about English Listening Comprehension Problems of Students from China Learning English in Malaysia. The finding from their research indicated that the main problem faced by the China's students was the lack of prior knowledge in English vocabulary, this inhibit their understanding in the listening process. Moreover, the differences in the ascent of the native speakers prohibit the proper understanding of the listening content, the short span of concentration, and the learning habit of China's students were discussed as the problems of the ELC learning.²³

In the teaching listening sometime both of the teacher and learners will face some various problems. There are a number of different ways in which the listeners can process-or fail to process:

1. The listener may not hear adequately what has been said, due, for example, to competing background noise or unfamiliarity with the speaker's accent.
2. A common problem for the foreign listener-speech may contain words or phrases that the listener can hear adequately but is unable to understand there are times when listener is perfectly able to hear and understand the speaker but may have "switched off" consciously or unconsciously.

²² Amber Bloomfield, *Factors affecting second language listening comprehension*, (www.dliflc.edu/file.ashx?path=archive, accessed on 19 March 2015)

²³ Wu Xiao Juan and Mohamad Jafre Zainol Abidin, *English Listening Comprehension Problems of Students from China Learning English in Malaysia*, (<httpswww.academia.edu>, accessed on 19 March 2015)

3. Common problems for the teacher they cannot find suitable techniques in teach their students mastering listening skill in the classroom.
4. Common problems are also faced by the students in the learning process of listening. It is because the background of the learners are not support them.
5. There are times when listener is perfectly able to hear and understand the speaker but may have “switched off” consciously or unconsciously.
6. There are those messages, which the listener attends to fully and from which he tries to construct a coherent interpretation.

In teaching learning process of listening, Learners often difficulties in listening, we shall be looking at some problems from point of view of the learners. What aspects of listening to a foreign language are particularly difficult for learners to cope with, and what can we do as teacher about them. Learner difficulties in listening, as follows: ²⁴

a) Trouble with sounds

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.

b) Have to understand every word

This is a very common problem, often unconsciously fostered by teacher and/or listening comprehension materials which encourage the learner to believe that everything that is said bears (equally) important information. The effort to understand everything often results in ineffective comprehension, as well as feeling of fatigue and failure. We

²⁴ Penny, Ur, A Course in Language Teaching Practice and Theory, (Cambridge University Press, 1996), p. 111-112

may need to give learners practice in selective ignoring of heard information, something they do naturally in their mother tongue. We should explain this point to the learners, and set them occasional task that ask them to scan a relatively long text for one or two limited items of information.

c) Can't understand fast, natural native speaker²⁵

Learners will often ask you to slow down and speak clearly by which they mean pronounce each word the way it would sound in isolation; and the temptation is to do as they ask. But, if you do, you are not helping them to learn to cope with everyday informal speech. They should be exposed to as much spontaneous informal talk they can successfully understand as soon as possible; and it is worth taking the time to explain to them why.

d) Need to hear things more than once

The fact remains that that in real life learners often going to have to cope with 'one-off' listening; and we can certainly make a useful contribution to their learning if we can improve their ability to do so. For example, try to use texts that include 'redundant' passages and within which the essential information is presented more than once and not too intensively; and give learners the opportunity to request clarification or repetition during the listening.

²⁵ ibid

- e) Find it difficult to keep up

The learner feels overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage to relax, stop trying to understand everything, learn to pick out what is essential and allow themselves to ignore the rest.

- f) Get tired This is one reason for not making listening comprehension passages too long overall, and for breaking them up into short “chunks” through pause, listener response or change speaker.

According to Yagang (1994), the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Furthermore, a number of research have been carried out to pick out the problem in listening. The problems were believed to be caused by the speech rate, vocabulary and pronunciation (Higgins, 1995). As Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment.²⁶

E. Some Tips of Success Teaching Listening

Actually there are some tips of success in teaching listening which help the teacher can find in the resource book. Because when someone wants to get success they have to follow the tips regularly. According to Brown and Smith

²⁶ Noi Dung, *Difficulties And Strategies In Listening Comprehension (Trinh Vinh Hien 03av4)*, (<http://www.lhu.edu.vn>, accessed on 09 January 2015)

there are more about five tips in succession teaching listening.²⁷ Some of the tips will be mention below:

- Listen in Pairs

People usually think of listening as a solo skill. Students do it alone even if they are in a room with lots of other learners. If a listening is challenging, trying having students do the task in pairs .each pair's uses only one book. That way, learners help each other by pointing out what they understood rather than worrying about what they missed.

- Do Something Physical

If a particular listening segment is very difficult, pick a specific item (colors, places, names, things, etc) that occurs four to eight times. Have students close their books. Then play the audio program. Have the students do a physical action, such as taping their desks or raising their hand each time they hear the target item. The task is focused enough that most of learners can accomplish it. The physical action gives immediate feedback and support to learners who missed it on the audio program.

- Choose an Appropriate Level of Support

After students have heard a segment, check it as a group. Write the answer on the board. Then play the audio program again. Learners choose their own level of support those who basically understood close their eyes and imagine the conversation. Those who understood look at their books and try to hear the items mentioned. Those who found it quite challenging should watch the

²⁷ Active Listening 3, second edition, Steven Brown &Dorolyn Smith, Cambridge University Press 23

teacher. As students play the audio program, point to the information on the board just before it is mentioned.

- Listen a Month Later

If your students found a particular segment very challenging go back after a month or two and play it again. They will usually find it much easier then when they heard it at the first time. It helps students see their own progress.

- Do Not Look Audio Script

Generally, do not give students the audio script. It reinforces word and sentence-level (bottom-up) processing and reinforces their myth that learners cannot understand meaning without catching everything they hear.²⁸

From the explanation above the writer can conclude whether the teachers can implements some of tips above the learning of listening in the class will run as well as possible. Also in the teaching process beside teacher have to mastery the material and using the suitable techniques they have to looking for some tips to support his transferring knowledge for their students.

F. Previous Study

Many articles and previous studies become references in this study. But it does not mean that this study is repetition. It is expected become a continuation of the previous study. Also it is expected as prove of strength of the thesis written by the writer is different and it seems to be continuation of another study.

²⁸ ibid

Abdul Ghafur in his thesis entitled “Strategies of teaching listening at English education department of IAIN SunanAmpel Surabaya”²⁹ which had described about the strategies of teaching listening for Students University only. His research was conducted in IAIN SunanAmpel SunanAmpel Surabaya. In his research he discusses about the listening strategies, listening process, and problems on teaching listening. In his research he did not take all of the level at that university but only focused on the fourth level.

Another research entitled “A study of using language laboratory in teaching listening to second grade students of MTSN Kedungalar-Ngawi”³⁰ written by Tri Subekti. In her research she didresearch about the function of language laboratory in teaching listening. Also,she only focused on the second grade students of MTSN and language laboratory. Then her research was conducted in MTSN Kedung Galar NGAWI. This research problem is talking about the function of language laboratory and the influence it.

Ika Wulandari who did research entitled “An Analysis of Listening Materials in “INTERLANGUAGE: English for Junior High School Students X” Published by The National Education Department as an Implementation Of the 2006 English Standard Competence”³¹ Discusses aboutlistening materials based on the standard competence published by the national education department. She only focused on analyzing the listening materials. She tried to

²⁹ Ghafur, Abdul. 2010. Strategies of teaching listening at English education department of IAIN SunanAmpel Surabaya. Unpublished Thesis, University of IAIN SunanAmpel Surabaya.

³⁰ 8Tri Subekti,A study of using language laboratory in teaching listening to second grade students of MTSN Kedungalar-Ngawi, Surabaya: IAIN Press

³¹ IkaWulandari, An Analysis of Listening Materials in “INTERLANGUAGE: English for Senior High School Students X” Published by The National Education Department as an Implementation Of the 2006 English Standard Competence”,2010, Surabaya:UNESA Press

find whether the listening materials that has been published are suitable or not for students Junior high school. Also she decides the object of the research in X class of Junior high school.

Different from those studies that are apparently explained on formerly area, this study will combine the causing factors of student's difficulty in learning listening and teachers strategy in teaching listening, become one study entitled "Teacher's Strategy for Dealing with Students Difficulty in of Listening comprehension in eighth grade of SMP YPPI Donokerto".



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III

RESEARCH METHOD

This chapter explains the detail research methodology that was employed in this study. The major components include such as: research design, research setting and subject, data and source of data, data collection technique, instrument of the study and data analysis technique.

A. Research Design

This study uses qualitative research design. As Arystates, descriptive research is a research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables. Furthermore Ary stated that qualitative research is focus on understanding social phenomena from the perspective of the human participants in the study.³²

The research used descriptive to describe and interprets what it is. It is concerned with the condition or relationship that exist, opinion that are held, process that are going, effect that are evident, or trends that are developing. It is primarily concerned with the present although it often consider past event and influence as they relate to the current condition.³³ Based on the qualitative research, it is the same manner as Bruce who said that qualitative research refers

³² Donal Ary, *Introduction To Research Education*. New york: Rine Hard and Winston Book Company. 2002

³³ John W Best & James V. Kahn, *Research in Education*, Pearson new international edition, America, 2006, p. 118

to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.³⁴

Principally, descriptive qualitative research is used to describe the condition of the phenomena as clearly as possible without any special treatment. As Mardalis classified four types of the research methods which are often used. They are historical research, explorative research, descriptive research, and explanatory research.³⁵

The data that was found in qualitative method was non numerical data. According to Trochim, “notice that qualitative data could be much more than just words or text. Photographs, videos, sound recordings, and so on, can be considered as qualitative data”.³⁶ nevertheless, the data can be presented as quantitative in which the data presentation can be a descriptive essay. Thus, researcher is the main instrument in finding the data. Additionally, the process is as important as the final result.

That statement support the research purpose to get information about the causing factors of students’ difficulty in listening comprehension. It is not only that, but also the research purpose wants to get information about the teacher’s strategy for dealing with students difficulty of listening comprehension in the eighth grade of SMP YPPI I Donokerto Surabaya. To answer those questions the

³⁴ Bruce L Berg, *Qualitative Research Methods for The Social Sciences*, Long Beach, California State University, 2001, p. 4.

³⁵ Sri Surya Dewi, *The Pedagogical Competence of Students Teachers at English Education Department of State Institute For Islamic Studies Sunan Ampel Surabaya*, Unpublished Thesi: IAIN Sunan Ampel Surabaya, 2010, p. 41

³⁶ William M. K. Trochim, *The Research Methods Knowledge Base, 2nd Edition*, Ithaca, N. Y. :cornell Custom Publishing, 1999, 11

researcher reported the real result from the whole research process without any reduction. Therefore, the descriptive design was well suited for these purposes.

B. Setting of the study

This research will be conducted by the researcher at year two of SMP YPPI I Donokerto Surabaya. which located on Jl. Donokerto XI/18-20 Surabaya. This setting was chosen by considering the significant of the research for the teacher and the students of SMP YPPI I. Besides, the researcher assumes they understand enough means by listening as one of English materials that will be search by the researcher. It was chosen also based on the result of pre observation and agreement from the principal of that school and English teacher preliminary study.

As cited in Rahmah, Tatang said that research subject is a person as the objects of research who being investigated.³⁷ Therefore, the main subject of this research is English teacher in the SMP YPPI I Donokerto, and as secondary subject are students. In designing quality of the research sample, the sample of the research is choose purposively. It means that the subject chosen the sampling by considering some considerations. For the students, the researcher limited the sample who feel difficult when they learn listening comprehension.

The data of this study was collected through observation in form of observation checklist, interview in form of interview guide, and documentation. Then, Data of this study was the information that has collected from observation, interview and documentation. The data of observation was needed to answer the first problems have been gotten from students activities in learning listening. The

³⁷ Yuanita, Alice Rahma, *An Analysis Of Feedback On Student's Lesson Planning At Microteaching Class Of English Teacher Education Department Uin Sunan Ampel Surabaya Academic Year 2013/2014*. Undergraduate thesis, UIN Sunan Ampel Surabaya. 2014

data of interview have been gotten from the interview with the English teacher at eight grade in SMP YPPI I Donokerto. Then, the data of documentation such as lesson plan or students' table of value they have been used to complete the collected information.

C. Data and Source of Data

According to McMillan, a subject is an individual who participates in research study or someone from which the data were collected. In this study, the data were collected from the result of interview, observation, and documentation.³⁸

There are two types of data to answer the problems in this research: primary and secondary data. While the detail explanation will be explained below.

1. Types of Data

In this research there are some data which is needed, there are;

a. Primary Data

The primary data of this study are the data such as lesson plan used by the teacher and the material used for teaching listening. The primary data obtained by doing an observation in the class sample and interviewing the students and teacher who handles the listening class. These data would enable to answer the research questions.

b. Secondary Data

This type of data is the data for supporting the primary data. The additional data are gotten from book, journal and other support research.

³⁸ McMillan, H. James. *Educational Research*. New York: Harper Collins, 1992.

2. Source of Data

According to Arikunto, the source of data is the place or things in which the researcher can observe, ask or read about a related matter of the object being studied.³⁹ The sources of data in this research are the teacher, student and the research presence. Teacher, who are taken as the source of data, the teacher who conducts the class especially in class eight.

While the sample students are the students who include in class eight, the primary data are obtained through the result of classroom observation and interview to students and a teacher who is handling the eighth grade.

While the secondary data, obtained by collecting the document.

D. Data Collection Technique

Data must be accurate and real. Data collection technique could be described as some ways to help the researcher in collecting data.⁴⁰ In this research the researcher acts as the researcher not the teacher. In this research, the researcher collects the data by using interview, observation and documentation.

The researcher uses interview to know the strategy of teaching listening used by the teacher in the class. The researcher used observation in this research to observe process of learning listening based on the factors of student's felt difficult when they learn listening in class. For more clear

³⁹ Arikunto Suharsimi, *Prosedur Penelitian*, PT. Rineka Cipta, Jakarta, 1996

⁴⁰ Poerwandari E. Kristi, *Pendekatan Kualitatif Untuk Perilaku Manusia*, Mugi Eka Lestari, Depok, 2009 115

understanding about the data collection techniques used by the researcher will be explained below:

1. Observation

Observation is the oldest technique for obtaining data in qualitative research. It is the effective technique to get valid data. Through this technique the researcher can observe the object directly and understand the activities been doing, the participant of event, the sense of event from the object perspective.⁴¹

This observation technique is used to answer RQ 1 and RQ 2 of this research that is about the causing factors of students' difficulty in listening comprehension and a teacher's strategy for dealing with students' difficulties.⁴² According to Ary as cited in Rahmah said that, the qualitative researcher may be a participant in the situation being observed or non-participant.⁴³ It Means, that there are two types of observations, there are participants observation and non-participants observation. In participant observation, the observer actively participates and becomes an insider in the event being observed. So, that he or she experiences events in the same way as the participant. In other cases, researcher may interact with subject to establish support but not really be involved in the behaviors

⁴¹ *ibid*

⁴² Poerwandari E. Kristi, *Pendekatan Kualitatif Untuk Perilaku Manusia*, Mugi Eka Lestari, Depok, 2009 115

⁴³ Sri Surya Dewi, *The Pedagogical Competence of Students Teachers at English Education Department of State Institute For Islamic Studies Sunan Ampel Surabaya*, Unpublished Thesi: IAIN Sunan Ampel Surabaya, 2010

and activities of the group. In this case, the way is called non participant observers.

2. Interview

There are many definitions of interview in books. Hadi in his book says “If we want to know how people feel, what they remember what their emotion and motives are like, and the reasons for acting as they do why not ask them”.⁴⁴ Interviewing is described as some sort of face-to-face interaction to get certain objectives. The record of an interview done use in the work of analysis and interpretation is a representation of that talk.⁴⁵

As the researcher opinion about interviewing is described as some sort of face-to-face interaction between the observer and interviewer where in this chance the observer faced the interviewer with some questions to get the data that needed by the observer.

Some definitions have been mentioned above the researcher concludes the definition of interview as kind of tool used by most of researcher to get the data needed through asking some question to the object related with the topic of the research. Berg stated that there are three types of interview: those are structured or standardized and unstructured or unstandardized and semi structured or semi standardized interviews.⁴⁶

Semi structured interview can be located somewhere between the extremes of the completely standardized and the completely un-

⁴⁴ Prof Sutrisno Hadi, M.A, Metodologi Research Untuk Penulisan Paper, Skripsi, Thesis dan Disertasi (Yogyakarta: Andi offset 1991), 192-10

⁴⁵ ibid

⁴⁶ Berg. Bruce L. *Qualitative Research Methods for the Social Sciences*. New Jersey: Pearson Education, Inc. 2004. (page 78-79)

standardized interviewing structures. This type of interview involves the implementation of a number of predetermined questions and special topics. These questions are typically asked of each interviewee in a systematic and consistent order, but the writer as the interviewers are allowed freedom to digress; that is the interviewers are permitted (in fact, expected) to probe far beyond the answers to their prepared standardized questions.

The researcher used semi structured interview for having deep information about the data which are needed, the researcher ask other related questions to the teacher and students freely during the interview about the teacher's strategy for dealing with students' difficulty of listening comprehension in the eighth grade of SMP YPPI I Donokerto. By conducting in-depth interview, it will be eased the researcher to find out as much detail information as possible. The interview is conduct in Bilingual language (English and Bahasa) in order to get information of the data clearly. This interview process takes place in the outside of listening class because the researcher does not disturb the learning process.

The interview technique was used to get more data found subjectively. So, in this study the researcher used the interview technique with teacher at SMP YPPI I to get detailed information about the teacher's strategy for dealing with students' difficulty. In general, two or more people to be physically present in the process of question and answer.

The data of this study are collected in the following procedure:

- a. Asking permission to the head master of SMA I GRATI for doing observation.
- b. Joining the class during the teaching learning processed. Making a note about the teaching strategy in teaching listening in the classroom.
- c. Doing Semi structured interview. Interviewing the English teacher in 45 minutes conversation to get more information about teaching strategy that used.

The researcher collects the results of data observation then, describes them one by one briefly. Meanwhile, the results of interview are used to complete the results of observation. Both results were gathered to answer the research problems of this study.

3. Document

Documentation is the investigation, collection and control, preservation, preparation, use and supply of document, with a view to obtain description and enlighten knowledge and evidence, in this case, including the usefulness of archives and library.⁴⁷ Whereas according to Arikunto, documentation explaining the technique is to look for data about thought or variable in the form of notes, transcripts, books, newspaper, magazines, inscription, agenda for embodied data relating to clients under investigation.⁴⁸ In this study, the documentation functions as supporting

⁴⁷ Arikunto Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktek*, PT Rineka Cipta, Jakarta, 2002, 124.

⁴⁸ *Ibid*, 125

and additional data. The data includes the lesson plan with teacher's feedback and another relevant documentation. This data is used to answer RQ 2.

E. Instrument of the Research

Instrument can be defined as a tool that is used to ease the researcher in collecting the data in order to get a complete and systematic data.⁴⁹ In this part the researcher used some of instruments to complete the data which are needed by the researcher. The instruments are used:

1. Interview Guide

Interview guide is a practice instrument that is used by the researcher before conducting interview technique. Interview guide is used to help the researcher to keep the conversation stay in the topic of study. Interview guide it was a research instrument that was in the list of question. The researcher made list of questions that was answered by both the English teachers and the students as the subject of the research. The question list was arranged in a sequence that made the interview easy in answering so the researcher got the data needed. This was why it was called interview guide. The form of interview guide (Appendix I). Before doing the research, the researcher has made an interview guide for the teachers that contain question about

⁴⁹ Yuanita, Alice Rahma, *An Analysis Of Feedback On Student's Lesson Planning At Microteaching Class Of English Teacher Education Department Uin Sunan Ampel Surabaya Academic Year 2013/2014*. Undergraduate thesis, UIN Sunan Ampel Surabaya. 2014

kinds of causing factors of students' difficulty in learning listening, and the teacher's strategy in teaching listening.

2. Classroom Observation checklist

To conduct an effective observation, the researcher supports with some observation checklist as instrument. Observation checklist is used to systematize the transcribe of observation.⁵⁰ In this study, observation checklist is used when observing the process and learning process in eighth grade of SMP YPPI I Donokerto, principally it is used to know what are the causing factors of students' difficulty of listening comprehension and what are teacher strategy for dealing with students' difficulty of listening comprehension in the eighth grade of SMP YPPI donokerto Surabaya.

F. Data Analysis Technique

This study used descriptive analysis and qualitative approach in analyzing the data. The analysis of data that was gotten from observation, interview and documentation was presented as follows:

The data from observation was analyzed by using descriptive analysis. The researcher observed the teaching-learning process that happen in the classroom. To obtain the data the researcher prepared observation checklist. The aim of this observation was to get all data from all activities and the process implementing strategy in teaching listening in the class. The

⁵⁰ *Ibid*, 65

observation checklist was marked based on the situation in the classroom. Then, all the data gotten from observation was translated into the information that needed by the researcher (descriptive essay). Then, the data from interview will be analyzed using descriptive analysis. The researcher will interview the English teacher as the informant in her research. Then, the data will be in written form. The different answer will be written in point of them.

In this technique, the researcher used interview guide to ask some questions related to the material, technique and teaching-learning process. The interview was done face to face outside the classroom activities. It was possible if the researcher did the interview in her last day in doing research at the school.

Furthermore, the researcher analyzed the data that was gotten from documentation using descriptive analysis also. The researcher took some notes also pictures as documentation data. The documentation was done in the classroom while teaching-learning process was done. The data of documentation was gotten from the activities, the materials and the technique. Then, the data of documentation was used to support the data of interview and observation.

Finally, the researcher analyzed the data from observation and interview to get the information about teacher steps in overcoming the problems of teacher and students in implementing techniques in teaching listening. To support the data, documentation of lesson plan was needed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is devoted to present the findings and discussion of the study based on the research problems of this research which has been done by the researcher. In this chapter also contains about the finding and discussion the data that have been collected during the research. Those are causing factors of students' difficulty of listening comprehension at SMP YPPI I Donokerto. Also this chapter contains the data about teacher's strategy for dealing with students' difficulty of listening comprehension in the eighth grade of SMP YPPI Donokerto and some problems faced by the teacher during the teaching listening in classroom.

A. Research Finding

1. The Causing Factors of Students' Difficulty in Listening Comprehension

There one factors that made students of SMP YPPI Donokerto face difficulty in learning listening. These factors include the familiarity with the word and an ability to understand the non-native language's phonology, vocabulary, and background knowledge about the topic, text, structure, schema, and culture.

Common problems are also faced by the students in the learning process of listening. It is because the background of the learners are not support them. In teaching learning process of listening, Learners often difficulties in listening, it

will be looking at some problems from point of view of learners. One of them is they can't understand fast, natural native speaker.

As Nadya said that she always feel difficult when he get listening course, she also said that often unfamiliar of the

which produce from the native speaker. It different with the statement from Leo, he said that he don't have a back ground knowledge of the topic, so he feel difficult to understand the meaning of that speaking or dialogue.

2. The Kind of Strategies and Implementation of Techniques of Teaching Listening for students at SMP YPPI Donokerto

The researcher conducted the observation and interview to get the complete and true information related to the topic of the research. The researcher did classroom observation and interview with two teachers who taught students of SMP YPPI Donokerto with different classes but in the same grade. From the interview with the two teachers in the school the researcher can conclude there were 6 kinds of English teaching techniques used by the teachers in teaching listening for students, those are: listening to the cassette, dictation, games, whispering, telling story, guessing meaning.⁵¹

According to Mrs. Helga as the English teacher at Class VIIIa of SMP YPPI said that he implemented some techniques in teaching listening at year two. She applied the, listening cassette, telling story, whispering and also some kinds of games.⁵² She has some reasons why he used these techniques. She shows the students respond is good in each the implementation of the techniques. She used

⁵¹ Interview with Mrs. Helga and Mrs. Indri as the English teacher at class VIIIa and VIIIb at 8 September 2015

⁵² Interview with Mrs. Helga as the English teacher at class VIIIa at 8 September 2015

and applied the all of techniques above randomly. Sometimes she applied the techniques in teaching listening mixing all of techniques.

According to Mrs. Indri as the English Teacher at class VIIIb said that he used some techniques in teaching listening. She only used two techniques that are listening to cassette and dictation. She used newspaper to support her teaching listening at year two to improve her students listening skill. He thought that the techniques implemented in the class are suitable with students. Then the students show the positive response.⁵³ Some of techniques of teaching listening above are used by two teachers to teach their student in improving the listening skill. The first teacher used the all of techniques above to teach their students in teaching listening randomly. Sometimes she added some variations inside the techniques and combined between techniques with other techniques. But the second teacher only used two techniques in teaching their students to improve their listening skill. She rarely tried to implement the other techniques in teaching listening. Both of the teachers have different techniques that have been decided to teach their students because the teacher knows the student background and depend on the students' response during the implementation of the techniques. Every student in the class that was observed by the researcher has different ability and background.

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From teacher's answer through the interview and observation also the lesson plan, it is known that the techniques in teaching listening implemented at SMP YPPI Donokerto arranged in various activities. The teacher used selected

⁵³ Interview with Mrs. Indri as the English teacher at class VIIIb at 8 September 2015

⁵⁴ The result from the interview with two English teacher at class VIIIa and VIIIb

techniques in implementing the teaching learning process that was suitable to the students. Both of two English teachers at SMP YPPI Donokerto used three passes in implementing the English teaching listening techniques: Pre-activity, While-activity, and Post-activity was arranged in different technique. For example the teacher used telling story techniques in teaching listening for Pre-activity then modeling for while activity and continue by doing the post test for post-activity.

According to Helga, she always mostly implements the three stages while she used some techniques in teaching listening. She used four techniques implemented in teaching listening for students at SMP YPPI DONOKERTO. But the two of four techniques she implemented is not belong to the three stages in teaching listening.

For example in the listening cassette and games techniques she thinks that the Pre- activity is less important to apply. So, she only used the two stages that are the While-activity and Post-activity. But for the other techniques in teaching listening she always apply the three stages in teaching listening in the class.⁵⁵ According to Indri, he always implements the three stages while he used some techniques in teaching listening for students at SMP YPPI Donokerto. She applies only two kinds of techniques in teaching listening. For example in the listening cassette and dictation techniques she thinks that she needs to apply the Pre-activity, While-activity and Post-activity.⁵⁶

Beside the interview, the researcher also found data about the stages usually used by the teacher during the implementation the techniques in teaching

⁵⁵ Interview with Mrs. Helgaas English teacher at VIIIa at 07 September 2015

⁵⁶ Interview with Mrs. Indri as English teacher at VIIIb at 07 September 2015

listening for students at SMP YPPI Donokerto from the observation. The researcher has done six observations that were arranged in different class but in the same grade for about six meetings. The four observation are done at VIIIa class where the first English teacher is teaching listening there and for two observations are done at VIIIb class where the second English teacher teach in that class. The researcher has observed two classes while some techniques in teaching listening were implemented by the teacher using observation checklist.

The observation checklist was made according for procedures those are: building knowledge of field, modeling of text, joint construction of text and independent construction of text.⁵⁷ The observation checklist was given while the observer was doing the observation in the classroom while some techniques in teaching listening are implemented in the class. In fact, the implementation of techniques in teaching listening used by the teacher to teach the students of Junior high school is using tape recorder, laptop, news (electronic media), and newspaper and students worksheet.

From the observation that has been done above the techniques in teaching listening in the Junior high school of SMP YPPI Donokerto has different techniques according to teacher themself. According to the result of interview with two English teachers both of two teachers above used different techniques based on the student background.⁵⁸ Furthermore, the observer also has asked the teachers about the preparation before teaching. From the interview it was known that the English teacher only prepared the daily equipment for the listening class

⁵⁷ <http://redroom.com/teaching-narrative-through-storytelling>. browsed on saturday 2 oktober 2015 at 09.20 a.m

⁵⁸

such as: the laboratory, the tape recorder (if it was needed), the games and the stories.

Then, the observations conducted by the researcher about the implementation of techniques in teaching listening for students at SMP YPPI DONOKERTO could be described as explanation below:

a. First observation (students at VIIIa)

Topic : Report, Analytical and Narrative

Aspect : Listening (Guessing Meanings)

1. Pre-Activity

In pre-activity, the teacher tried to arouse the students' interest by introducing them about the material. The teacher used presentation technique to introduce the material about Report, Analytical and Narrative to the students. First, the teacher explained about the sample Report, Analytical and Narrative contents then she continued by explaining the function of the kinds of text. In conducting this technique, the teacher implemented the technique well but she didn't explained the aim of the teaching process. The teacher also didn't make any conclusion in the end of the activity that might be needed by the students.

First, the teacher explained about the sample Report, Analytical and Narrative contents then she continued by explaining the function of the kinds of text. In conducting this technique, the teacher implemented the technique well but she didn't explained the aim of the teaching process. The teacher also didn't make any conclusion in the end of the activity that might be needed by the students. During the presentation, the teacher served a good performance.

The teacher gave clear explanation to the students. The teacher explained some information about the kinds of text and the function with bilingual (Bahasa and English language)

2. While-Activity

In the while- activity, the teacher asked the students to listen a simple gap conversation related to the topic in three times. The teacher asked the students to identify vocabularies about Report, Analytical and Narrative for items. In the last of while-activity, She gave some questions to students based on the conversation had been heard. She offered some Wh- Question and some Yes-No Question for the students. She asked every student to answer the question in competition orally. It was concluded that the teacher used Quiz (Asking and Answering Question) in while-activity. The technique was been implemented well even in the end of activity, the teacher invited the students to discuss the gap conversation together.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher extent questions in English language and some translation if it is needed.

3. Post- Activity

In the post- activity, the teacher gave some written task to the students. The teacher gave the students pieces of paper and asked them to guess and write the best answer for each question. This written task contained of 5 multiple choice questions based on the material. It could be concluded that the teacher also used Quiz (Asking and Answering Question) in post-activity.

During the activity, the teacher served a good performance. The teacher gave clear instruction in English to the students.

b. Second Observation (students at VIIIa)

Topic: Report, Analytical and Narrative

Aspect: Listening (Listening Cassette)

1. While-Activity

In the while- activity, the teacher has been preparing the tape recorder and the cassette before the beginning of the learning in the class. Then, he giving some instructions into the students about what the students has to do. The students will listen the story from the cassette then they must catch the point of the story and answer some questions. The students will listen the cassette for twice. At the last the teacher will asking the students about the main point of the story and the answer of the questions. Then, the teacher was giving some corrections and feedback for the students at the end of the learning.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher walked around the class, find the students' difficulties and help them.

2. Post- Activity

In the post- activity, the teacher presented the conclusion of the activities. It could be concluded that the teacher also used presentation technique. The teacher used presentation technique to conclude the material about Report, Analytical and Narrative text for items to the students.

In presenting the conclusion, the teacher served a good performance. The teacher gave clear explanation to the students.

c. Third Observation (students at VIIIa)

Topic: Report, Analytical and Narrative

Aspect: Listening (Games through TGT (Team Games Tournament))

1. While-Activity

In the while- activity, the teacher explains about the role of the games that will be applied by the teachers in the class. The teacher divided the students into some groups. In this game the teachers used the student's worksheet as the source for playing the games. The teacher will read the story about "Black Cat" but with some miss word in each sentence of the paragraph. The teacher will read the sentence twice. Then, the one of students from each group write down the answer in the white board. Then, the teacher checks the answer and giving score.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher walked around the class, find the students' difficulties and help them.

3. Post- Activity

In the post- activity, the teacher presented the conclusion of the activities. It could be concluded that the teacher also used presentation technique. The teacher used presentation technique to conclude the material about Report, Analytical and Narrative text for items to the students.

In presenting the conclusion, the teacher served a good performance. The teacher gave clear explanation to the students.

d. Fourth observation (students at VIIIa)

Topic : Report, Analytical and Narrative

Aspect : Telling Story

1. Pre-Activity

In pre-activity, the teacher tried to arouse the students' interest by introducing them about the material. The teacher used presentation technique to introduce the material about Report, Analytical and Narrative to the students. First, the teacher explained about the sample Report, Analytical and Narrative contents then she continued by explaining the function of the kinds of text. In conducting this technique, the teacher implemented the technique well but she didn't explained the aim of the teaching process. The teacher describe about the role of the techniques will apply in the class. The teacher also didn't make any conclusion in the end of the activity that might be needed by the students.

During the presentation, the teacher served a good performance. The teacher gave clear explanation to the students. The teacher explained some information about the kinds of text and the function in mixing language, Indonesia and English.

2. While-Activity

In the while- activity, the teacher asked to the students to hear the story that will deliver or reads by the teacher. The teacher asked to the students that they have to write what they heard about the story. Then, after finishing reads the

story twice. The teacher asked some of the students telling the story what they have heard delivering it in front of the class.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher extent questions in English language and some translation if it is needed.

3. Post- Activity

In the post- activity, the teacher gave some written task to the students. The teacher gave the students pieces of paper and asked them to guess and write the best answer for each question. This written task contained of 5 multiple choice questions based on the material. It could be concluded that the teacher also used Quiz (Asking and Answering Question) in post-activity. During the activity, the teacher served a good performance. The teacher gave clear instruction in English to the students.

From the observation above has been done by the researcher can conclude that in the implementation of the techniques used by the teacher in teaching listening at year two students of SMP YPPI Donokerto is not always apply the three stages in the teaching learning process. He thinks that when he applies the listening cassette and games he did not need to apply the Pre- Activity. But for the others techniques in teaching listening the teachers always apply the three stages in teaching listening at year two students. And the researcher has been observed the others English teacher in implementing the three stages in teaching listening belongs to the techniques. And the result of the observation as explained below:

a. First observation (students at VIIIb)**Topic : Report, Analytical and Narrative****Aspect : Listening Cassette****1. Pre-Activity**

In pre-activity, at the beginning of the learning the teacher explain the little more about the role of the lesson in teaching listening through listening to the cassette. The teacher prepared the cassette and tape recorder. The teacher tried to arouse the students' interest by introducing them about the material. The teacher used presentation technique to introduce the material about Report, Analytical and Narrative to the students.

During the presentation, the teacher served a good performance. The teacher gave clear explanation to the students. The teacher explained some information about the kinds of text and the function in mixing language, Indonesia and English.

2. While-Activity

In the while- activity, the teacher asked to the students to hear the story that will deliver or hear from the cassette. The teacher asked to the students that they have to write what they heard about the story from the cassette. The teacher repeats the story from the cassette twice. The teacher asked the students write down the main point of the story and answer the question related to the story.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher extent questions in English language and some translation if it is needed.

3. Post- Activity

In the post- activity, the teacher gave some written task to the students. The teacher gave the students pieces of paper and asked them to guess and write the best answer for each question. This written task contained of 5 multiple choice questions based on the material. It could be concluded that the teacher also used Quiz (Asking and Answering Question) in post-activity.

During the activity, the teacher served a good performance. The teacher gave clear instruction in English to the students.

b. Second observation (students at VIIIb)

Topic : Report, Analytical and Narrative

Aspect : Dictation

1. Pre-Activity

In pre-activity, at the beginning of the learning the teacher explain the little more about the role of the lesson in teaching listening through dictation. The teacher prepared the text in form of story. The teacher giving explanation about the role of dictation will apply in the class. The teacher tried to arouse the students' interest by introducing them about the material. The teacher used presentation technique to introduce the material about Report, Analytical and Narrative to the students.

During the presentation, the teacher served a good performance. The teacher gave clear explanation to the students. The teacher explained some information about the kinds of text and the function in mixing language, Indonesia and English.

2. While-Activity

In the while- activity, the teacher asked to the students to hear the story that will deliver or reads by the teacher. The teacher's reads the story in each sentence from a paragraph slowly and clearly. The teacher asked to the students that they have to write what they heard about the story was read by the teacher. The teacher repeats the story from twice. The teacher asked the students write down the main point of the story and answer the question related to the story.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher extent questions in English language and some translation if it is needed.

3. Post- Activity

In the post- activity, the teacher gave some written task to the students. The teacher gave the students pieces of paper and asked them to guess and write the best answer for each question. This written task contained of 5 multiple choice questions based on the material. It could be concluded that the teacher also used Quiz (Asking and Answering Question) in post-activity.

During the activity, the teacher served a good performance. The teacher gave clear instruction in English to the students. Also the teacher always giving some feedback to the students at the end of the learning of the class was ended.

From the observation above the teacher although only used two kind of techniques in teaching listening for students at SMP YPPI Donokerto she always using the three stages in teaching listening. She thinks that the teacher needs to

apply the three stages in order that the students can really focus and absorb the knowledge well.

B. Discussion

1. The Causing Factors of Students' Difficulty in Listening Comprehension

In this session, the researcher presented the discussion based on all the findings of this study. This discussion deal with the research question of this study, these are: What are the causing factors of students' difficulty in listening comprehension and the strategies for dealing with student's difficulty in listening comprehension of the eighth grade student of SMP YPPI Donokerto.

The researcher has done interview to get the answer about some of one factor that made students of SMP YPPI Donokerto face difficulty in learning listening. These factors include the amount of prior exposure to the language, familiarity with and an ability to understand the non-native language's phonology, vocabulary size, and background knowledge about the topic, text, structure, schema, and culture.

The situation above as Amber conclude in a research, he mentions these factors include the amount of prior exposure to the language, familiarity with and an ability to understand the non-native language's phonology, vocabulary size, and background knowledge about the topic, text, structure, schema, and culture.⁵⁹

- g) Many students in Indonesia especially for junior high school as primary school that get listening course in second language they can't understand fast about what are the native speaker speak. Students have

⁵⁹ Amber Bloomfield, *Factors affecting second language listening comprehension*, (www.dliflc.edu/file.ashx?path=archive, accessed on 19 March 2015)

to attend the material seriously and need to hear things more than once and have to understand every word.

2. The kinds of Strategies and The Implementation of Techniques in Teaching Listening in the VIII Grade of SMP YPPI Donokerto

The researcher has done the observation and interview strategies to get the answer about strategies in teaching listening used by the teacher at SMP YPPI Donokerto to improve the students listening skill. From the all of observations and interview session the research getting know that there are six strategies in teaching listening applied by the two English teachers at SMP YPPI Donokerto. Those are strategies in teaching listening are: listening to the cassette, dictation, games, whispering, telling story, guessing meaning.

T1: dalam mengajar listening untuk kelas VIIIa saya menggunakan kuranglebih 4 tehnik yakni: “mendengarkan melalui kaset, berbisik, sebuah permainan dan bercerita ulang.

The English teacher at VIIIa said that in the teaching listening for students at SMP YPPI Donokerto she applied more about four strategies, those are: “Listening to the Cassette, Whispering, Telling Story and Games.

T1: dalam penerapan beberapa macam tehnik tersebut saya tidak selalu memperhatikan dan menggunakan tiga tahap dalam pembelajaran. Tiga tahap pembelajaran yakni: pembukaan, kegiatan inti serta penutup. Seperti halnya dalam tehnik menggunakan mendengarkan kaset serta permainan saya hanya menggunakan kegiatan inti serta penutup.

The English teacher also said that in the implementation some of strategies in teaching listening for students at SMP YPPI Donokerto are not always belongs to the three stages. Sometimes she only used the two stages in the

teaching learning process. For example in the listening cassette and games strategies the teachers only used the While-activity and Post- activity.

Based on the interview with the two English teachers who teach listening for students at SMP YPPI Donokerto, it could concluded that the teacher got any problems in implementing some strategies in teaching listening. Both of the two teachers said that she has got the same problems in implementing the strategies in teaching listening. Those are the problems: the lack of the equipment, the teachers' unconfident in pronunciation, limited time to apply the strategies and students background.

T: wah, banyak sekali masalah yang saya hadapi dalam proses penerapan beberapa tehnik mengajar listening pada kelas VIII di SMP YPPI Donokerto. Hampir permasalahan yang kami hadapi sebagai guru pengajar listening di SMP YPPI Donokerto. Adapun permasalahan tersebut sebagai berikut: kami mengalami rasa kurang percaya diri dalam mengucapkan pengucapan dalam bentuk bahasa inggris, perlengkapan dalam mengajar listening tidak cukup memadai, keterbatasan waktu serta perbedaan latar belakang murid.

The researcher has done the observation session to know the implementation of strategies in teaching listening for students at SMP YPPI Donokerto. From the observation has been done by the researcher it can be concluded that the all of strategies in teaching listening for students at SMP YPPI Donokerto is running well. It can be shows from the result observation have done by the researcher during the class. Also the implementation of those strategies in teaching listening is suitable and applicable for the students for as the result can be seen that the students at SMP YPPI Donokerto is gave positive response during the implementation the all of strategies. For example students are more active joining the listening class and there was an

improvement on the students score in the listening lesson. The all of strategies in teaching listening is divided into three stages of each implementation of the strategies in teaching listening. The three stages in implementation of strategies in teaching listening are: opening activity, main activity and also closing activity.

Based on the data of interview on the implementation strategies in teaching listening according to the three stages that mention in the review of related literature shows that both of two English teachers at SMP YPPI Donokerto is not always apply the three stages in the learning process.

For the first English teachers at VIIIa she used more about four strategies in teaching listening for students at SMP YPPI Donokerto. Those are the strategies: listening to the cassette, games, whispering and telling story. Also from the four strategies was implemented by the teacher is not all of the strategies apply or consider to the three stages in teaching listening. The listening cassette and games strategies was implemented by the teacher is not belongs to the three stages. It because of the teacher thinks that in implementing strategies teaching listening through “Listening cassette and games” is not an important part have to do the Pre- activity in the teaching listening process. Also she said it will waste the time of teaching listening. Also it because of the school only gave limited time in each meeting of the teaching listening process. But, for the two strategies was implemented by the teacher was belongs to the three stages. Because the teachers think in these strategies teacher needs to conduct the learning process includes the three

stages. These implemented strategies in teaching listening needs the three stages in order make the students focus on the teaching learning process.⁶⁰

For the second teacher at VIIIb class she used two kinds of strategies in teaching listening for students at SMP YPPI Donokerto. Those are the strategies: "Listening to the cassette and dictation". Also the two strategies were implemented by the teacher in teaching listening process is belongs to the three stages those are: Pre-activity, While-activity and Post-activity. The teacher said that the stages is important to do inside of the teaching listening process because of the students have to focus on the topic and catch the topic of the learning process well.

The researcher has done the observation more about a month. From the observation checklist could be seen the whole activities that covers the material and topics. From the first and second observation at VIIIa could be inferred that the teacher delivers the story in teaching listening by reading it or used tape recorder. It is done that students seemingly were not familiar with English. So, the teacher made them familiar with English sound by reading it directly as a voice of native speaker. For the learning process, the researcher was able to infer that it was imperfect since the students could not solve the test well.

While for the third and fourth observation at VIIIa the researcher inferred that the teacher used tape recorder in teaching listening. It is done since the teacher considered that the students must be more familiar with English sound

⁶⁰ Penny Ur, A Course in Language Teaching : Practice and Theory....109

better than before. Then, the learning process showed that student's response was good since they were able to do post-test well.

While for the fifth and sixth observation at VIIIb class the researcher inferred that the teacher used tape recorder in teaching listening. It is done since the teacher considered that the students must be more familiar with English sound better than before. Then, the learning process showed that student's response was good since they were able to do post-test well. In the other hand the implementation in this class is the same with the VIIIa class although the teacher used different strategies.

All of the observation result showed that teacher played a good role since teacher did almost all of the procedure in teaching listening in order. It can be seen from the observation checklist above. In fact, the teacher implemented the four procedures of teaching listening through the strategies implemented in the class those are: building knowledge of field, modeling of text, joint construction of text and independent construction of text.⁶¹ It can be seen from the teaching learning activities that have been observed by the researcher, first step is building knowledge of field. Teacher implemented this procedure by explaining the background of the text and little knowledge about the story that will be heard by the students. The second steps are modeling of text. It can be seen from the way when teacher read the story using such appropriate verbal and non-verbal communication sign. For example: the teacher used loud voice to show angriness of the character in the story and the teachers lift the thumb to

⁶¹ Ibid

show a compliment for an event in the story. The third step is joined instruction of text. It can be seen when the teacher gave a question to the whole class and asked the students answer together. The last step is independent construction of text. It can be seen when the students do the task individually in the end of their learning section.

The researcher also has done the observation in the implementation of the strategies in teaching listening for students at SMP YPPI Donokerto based on the observation checklist. The observation checklist contains of four main points that observe by the researcher those are: topic, strategies, teaching process and learning process. And the more clearly explanation about the observation checklist as follow:

The observation checklist was used by the researcher to observe the implementation of strategies in teaching listening through “telling story”. According to the observation checklist the researcher can conclude that the first the topics almost running well. It can be seen that the 95% students are motivated and interested by the topic so, they are spirit and enthusiasm following the listening class. Although the topics makes the students seems passive because they have to hear the story seriously. And for the strategies also running well and successfully practice in the learning. It can be seen from the students mostly can following and practicing the strategies perfectly. Then, for the learning and teaching process in implementing of the telling story also was successfully and running well. It can be seen that the teachers can apply

and practice the strategies in the teaching-learning process well and the students can follow it as well as possible.

Then, the second observation at implementation of strategies in teaching listening for students of SMP YPPI Donokerto was observe by the researcher through “listening cassette”. According to the observation checklist the researcher can conclude that the first the topics almost running well. It can be seen that the 90% students are motivated and interested by the topic so, they are spirit and enthusiasm following the listening class. Although the topics makes the students seems passive because they have to hear the story seriously. And for the strategies also running well and successfully practice in the learning. It can be seen from the students mostly can following and practicing the strategies mostly perfect. Then, for the learning and teaching process in implementing of the telling story also was successfully and running well. It can be seen that the teachers can apply and practice the strategies in the teaching-learning process well and the students can follow it as well as possible. Although sometimes in the teaching and learning process the students looks like passive it because of they have to seriously and concentrate listen the cassette.

Then, and the next observation the researcher observe the implementation of strategies in teaching listening class for students at SMP YPPI Donokerto through “Games”. According to the observation checklist the researcher can conclude that the first the topics almost running well. It can be seen that 95% students are motivated and interested by the topic so, they are very spirit and

enthusiasm following the listening class. All of the topics and strategies used at the games strategies mostly running well. Then, for the teaching and learning process in the implementation of the games mostly practice and implements the games procedure as well as possible without any troubles. Also mostly of the students 90% shows the positive response belongs to students result in doing the games. In this observation the strategies and the topic in teaching listening teachers applying it well and based on the stage of building knowledge of field and modeling of text was mentioned at the theory in the review of related literature about the procedure in teaching listening skill in the class.

Then, the next observation, the researcher observe the implementation of strategies in teaching listening class for students at SMP YPPI Donokerto through “Whispering”. According to the observation checklist the researcher can conclude that the first the topics almost running well. It can be seen that 95% students are motivated and interested by the topic so, they are very spirit and enthusiasm following the listening class. All of the topics and strategies used at the games in form of whispering games strategies mostly running well. Then, for the teaching and learning process in the implementation of the games mostly practice and implements the games procedure as well as possible without any troubles. Also mostly of the students 90% shows the positive response belongs to students result in doing the whispering games in teaching-learning listening process. In this observation the strategies, the topic and learning process in teaching listening teachers applying it well and based on the stage of building knowledge of field, modeling of text and joint construction of

text was mentioned at the theory in the review of related literature about the procedure in teaching listening skill in the class.

Then, and the next observation the researcher observe the implementation of strategies in teaching listening class for students at SMP YPPI Donokerto through “Dictation” belongs to the observation checklist. According to the observation checklist the researcher can conclude that the first is the topics almost running well. It can be seen that 80% students are motivated and interested by the topic so, they are spirit and enthusiasm following the listening class. Although in this dictation strategies some of the students more about 15% show that they are less motivated and interested in following the listening class through the dictation. All of the topics and strategies used at the dictation strategies mostly running well. Then, for the teaching and learning process in the implementation of the games mostly practice and implements the games procedure as well as possible without any troubles. Although some of students more about 15% feel bored and lazy because the teachers did not give any variety in the dictation strategies. At least, the students in these dictation strategies 90% give the positive response it can be seen from the students result in the teaching-learning listening class. In this observation the strategies, the topic, teaching and learning process in teaching listening teachers applying it well and based on the stage of building knowledge of field, modeling of text, joint construction of text and independent construction of text was mentioned at the theory in the review of related literature about the procedure in teaching listening skill in the class.

Then, and the next observation the researcher observe the implementation of strategies in teaching listening class for students at SMP YPPI Donokerto through “Guessing Meanings” belongs to the observation checklist. According to the observation checklist the researcher can conclude that the first is the topics almost running well. It can be seen that 85% students are motivated and interested by the topic so, they are spirit and enthusiasm following the listening class. Although in this dictation strategies some of the students more about 15% show that they are less motivated and interested in following the listening class through the guessing meanings strategies. All of the topics and strategies used at the guessing meanings strategies mostly running well. Then, for the teaching and learning process in the implementation of the games mostly practice and implements the games procedure as well as possible without any troubles. Although some of students more about 15% feel bored and lazy because the teachers did not give any variety in the dictation strategies. At least, the students in the implementation of guessing meanings strategies 90% give the positive response it can be seen from the students result in the teaching-learning listening class. In this observation the strategies, the topic and learning process in teaching listening teachers applying it well and based on the stage of building knowledge of field, modeling of text and joint construction of text was mentioned at the theory in the review of related literature about the procedure in teaching listening skill in the class.

From the explanation above about the implementation of strategies in teaching listening for students at SMP YPPI Donokerto based on the observation checklist where based on the four main points to be observe by the researcher. Those are: point, strategies, teaching process and learning process. The researcher can conclude that the implementations all of the strategies in teaching listening based on the topics and strategies mostly was successfully and running well. It can be seen that mostly 95% students shows the positive response and good result. Then, for the teaching and learning process all of the implementation strategies in teaching listening for students at SMP YPPI Donokerto mostly was successfully implemented and running well. It can be seen that mostly 95% students shows the positive response and good result during the implementation all of the strategies. And the implementation of strategies in teaching listening for students at SMP YPPI Donokerto is suitable with the implementation that is explained at the review of related literature about the procedure in teaching listening in the class. The implementation of strategies used by the two English teachers here was the same with the implementation stages stated by Paul Davies in his book under title “Success in English teaching Oxford”.⁶²

⁶² http://www.ehow.com/info_850586_advantages-disadvantages-narrative-text.html.
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CHAPTER V

CONCLUSSION AND SUGGESTION

A. CONCLUSSION

Based on the problems statement, the researcher can take the conclusion as follows:

1. There are many factors of students' difficulty in learning listening comprehension. These factors include the familiarity with the word and an ability to understand the non-native language's phonology, vocabulary, and background knowledge about the topic, text, structure, schema, and culture.
2. There are many kinds of strategies and techniques in teaching listening implemented in SMP YPPI Donokerto. All techniques are various. Those are: whispering, listening cassette, telling story, repetition words, reading newspaper, guessing meaning, dictation and games. The implementation of some techniques in teaching listening for students at SMP YPPI Donokerto is divided into three stages. Those are:
 - opening activity
 - main activity
 - closing activity

But one of the two teachers does not always apply the three stages in the teaching learning process trough games and guessing meanings He only apply "While-activity and Closing Activity "Then, the implementation of techniques in teaching listening based on the observation checklist including the topic,

techniques, teaching and learning process is successful and running well. Besides that 95% the students shows the positive response during the implementation of the techniques in teaching listening.

3. There are many kinds of problems faced by the teachers during the implementation of techniques in teaching listening. Those are: the teacher feel unconfident's in pronunciation. The lack of equipment in applying these techniques.
4. The solutions of those problems could be found from the implementation of some techniques in teaching listening used by the teacher in the class. The teacher's unconfident's in pronunciation could solve by practicing and learning more from the dictionary. Also the teacher has to minimize the time and the equipment well.

B. SUGGESTION

Some suggestions for the successful of the implementation of some strategy in teaching listening are needed, those are:

1. Students can follow some strategies which had given from teacher and try to listen the native speaker in their real life by watching the movie or when they are sing a song. Then, students can find the new word from the sentence.
2. Teacher needs to optimally the use of listening media at the language laboratory to support the successful teaching-learning process. In addition, teacher needs to be more creative in using the media and decreases teacher-centered culture.

3. This research may have some weaknesses so further research is suggested for better result. Furthermore, it is better for further researcher to examine the same subject with different skills (speaking, writing and reading).



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S U R A B A Y A

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