

**STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION  
AT THE THIRD YEAR OF MADRASAH ALIYAH  
DINIYAH PUTERI  
PEKANBARU**



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PEKANBARU  
1430 H/ 2009 M**

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A Thesis

Submitted to Fulfill in Partial satisfaction of the Requirements for the  
Bachelor Degree in English education



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## ABSTRACT

This paper entitled: Students' difficulties in listening comprehension at the third year of Madrasah Aliyah Diniyah Puteri".

The writer is interested in conducting this research. In accordance with the symptoms, the writer has seen some problems that should be discussed and overcome. Firstly, how students' difficulty in listening comprehension is, second what students' difficulties in listening comprehension are, and third what factors that cause students' difficulties in listening comprehension.

This research is carried out at Madrasah Aliyah Diniyah Puteri Pekanbaru. The subject of this research is the third year students of Madrasah Aliyah Diniyah Puteri Pekanbaru and the object of this research is students' difficulties in listening comprehension.

To collect the data, the writer used test and questionnaire as instruments. Test is used to obtain the level of students' difficulty in listening comprehension and questionnaire is used to identify what are students' difficulties in listening comprehension and what factors that cause students' difficulties in listening comprehension.

Test is done students should answer listening comprehension questions, the questions consists of 25 items, after the data obtained, the writer analyzed the percentage of level difficulty by using the following formula:

$$P = \frac{X}{N} \cdot 100$$

To get the level of students' difficulty in listening comprehension, writer uses the following criteria:

High	76% - 100%
Middle	60% - 75%
Low	0% - 59%

To obtain the mean score of the level of students' difficulty in listening comprehension, writer uses formula:

$$M = \frac{\sum Fx}{N}$$

After giving a test, writer also gives questionnaires. After the data obtained, writer analyzed questionnaire by using formula:

$$P = \frac{F}{N} \times 100$$

Finally, based on the writer's investigation, the level of students' difficulty in listening comprehension is classified into middle level, students' difficulties in listening comprehension are vocabularies, speed, and interpretation. Some factors that cause students' difficulties in listening comprehension are teacher does not teach listening comprehension intensively, students' do not listen English sounds very often, students' do not have background knowledge about the content of the cassettes.

## ABSTRACT

Skripsi ini berjudul: Kesulitan siswa dalam: “Kesulitan siswa dalam listening comprehension terhadap siswi kelas tiga Madrasah Aliyah Diniyah Puteri”.

Penulis tertarik melaksanakan penelitian ini, berdasarkan gejala yang ada Penulis telah melihat beberapa masalah yang harus didiskusikan dan diselesaikan. Pertama, bagaimana kesulitan siswa dalam menghadapi listening comprehension, kedua apa saja kesulitan siswi dalam menghadapi listening comprehension, dan ketiga faktor apa saja yang menyebabkan kesulitan siswa dalam menghadapi listening comprehension.

Penelitian ini dilaksanakan di MA Diniyah Puteri Pekanbaru, subjek dalam penelitian ini adalah siswi MA Diniyah Puteri Pekanbaru, dan objek penelitiannya adalah kesulitan siswi dalam menghadapi listening comprehension.

Dalam mengumpulkan data, Penulis telah menggunakan test dan angket sebagai instrument. Test digunakan untuk mengetahui tingkat kesulitan siswa dalam menghadapi listening comprehension, dan angket digunakan untuk mengidentifikasi kesulitan siswa dalam menghadapi listening comprehension dan faktor apa saja penyebab kesulitan siswa dalam menghadapi listening comprehension.

Test dilakukan dengan cara siswa harus menjawab pertanyaan pertanyaan dalam listening comprehension, pertanyaan tersebut terdiri atas 25 soal, setelah hasilnya didapat penulis menganalisa persentase tingkat kesulitan siswa dengan menggunakan rumus:

$$P = \frac{X}{N} \times 100\%$$

Untuk mendapatkan tingkat kesulitan siswa dalam listening comprehension, Penulia menggunakan kriteria di bawah ini:

Tinggi: 76% - 100%

Menengah: 60% - 75%

Bawah: 0% - 59%

Untuk mencari skor rata-rata terhadap kesulitan siswa dalam listening comprehension, penulis menggunakan rumus :

$$M = \frac{\sum fX}{N}$$

Setelah memberikan test, Penulis juga memberikan angket setelah datanya diperoleh, penulis menganalisa data tersebut dengan menggunakan rumus:

$$P = \frac{F}{N} \times 100\%$$

Akhirnya, berdasarkan investigasi Penulis, tingkat kesulitan siswi dalam listening comprehension diklasifikasikan kedalam tingkat menengah, kesulitan siswi dalam menghadapi listening comprehension adalah kekurangan perbendaharaan kata, kecepatan, dan penafsiran. Adapun beberapa faktor yang menyebabkan kesulitan siswi dalam menghadapi listening comprehension adalah guru tidak mengajarkan latihan listening comprehension secara regular, siswi jarang mendengarkan suara suara dalam bahasa inggrish, dan siswi tidak mempunyai latar belakang pengetahuan tentang isi dari pada kaset tersebut.

## ملخص

موضوع البحث هو مشكلة التلاميذ فى الاستماع التكاملى لدى تلاميذ الفصل الثالث بالمدرسة العالية الدينية للبنات.

اجتذب الباحث فى إقامة البحث , بالنظر إلى الأحوال الموجودة , فرأى الباحث بعض المشاكل التى يجب علينا أن نعالجها. أولاً كيف مشكلة التلميذ فى الاستماع التكاملى , ثانياً ما هى المشكلة التى يواجهها التلميذ , ثالثاً وما هى العوامل التى تسبب المشكلة فى الاستماع التكاملى.

وقام الباحث بالبحث بالمدرسة العالية الدينية للبنات باكنبارو. أفراد البحث هو جميع التلميذات وموضوعه هو مشكلة التلميذ فى الاستماع التكاملى .

وفى جميع البنات أخذ الباحث الاختبار و الإستجابات كآلة البحث. فالاختبار يستعمل لمعرفة مستوى المشكلة لدى التلميذات فى الاستماع التكاملى و الإستجابات تستعمل لتحليل المشكلة لدى التلميذات فى الاستماع التكاملى وما هى العوامل الى تؤثر المشكلة لدى التلميذات فى الاستماع التكاملى.

فالاختبار المؤدى بطريقة إجابة التلميذات على الأسئلة المطروحة فى الاستماع التكاملى. و الأسئلة المذكورة تتكون من 25

سؤالاً . فلما وجد الباحث النتيجة من تلك الأسئلة , ثم تحليل مستوى المشكلة بالرموز:

$$P = \frac{x}{N} \times 100\%$$

N

لإيجاد مستوى المشكلة لدى التلميذات في الاستماع التكاملي , كما

يلي :

أعلى : 76 % - 100 %

متوسط : 60 % - 75 %

أسفل : 0 % - 59 %

لمعرفة النتيجة المزعومة في المشكلة لدى التلميذات أخذ الباحث رمزا :

وبعد أن أعطى الباحث الاختبار , استعمل الباحث أيضا الاستجاب , بعد وجود البيانات , فقام الباحث بتحليل البيانات بالرمز:

$$P = \frac{x}{N} \times 100\%$$

N

وبالنظر إلى التحليلات , يقتسم مستوى المشكلة لدى التلميذات في مستوى المتوسط , مشكلة التلميذات في الاستماع التكاملي هي قلة

المفردات والسرعة وأخذ المعنى . أما العوامل التي تسبب المشكلة لدى التلميذات فى الاستماع التكاملى هي المدرس لم يدرس الاستماع التكاملى مرارا وتكرارا . لم تسمع التلميذات الأصوات فى اللغة الإنجليزية , ولم يسمعنها من قبل عنما كانت فى الشريط.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the problems.**

We have known English language skills in listening is very important in communicating activity, it can make us involve in communication activity, further more listening is one of the elements in learning and teaching activity, because students should listen what the teacher says in order to involve learning and teaching activity process. Listening becomes one of the elements in English teaching. It is taught integrated in English learning and teaching activity. It is a skill which seems to develop easily for mother tongue listening, but it requires considerable efforts where listening in a foreign language is concerned.

Brown (1994:127) states that there are four skills which the students should master at the end of learning process; they are listening, speaking, reading, and writing. Those skills are prominent and integrated each other; those are taught frequently from elementary school until university level. Based on the writer's observation in learning and teaching English, many students find difficulties in listening comprehension class, even most of them fail in doing this test because they cannot answer questions correctly and properly, further listening comprehension includes in national exam for senior high school level.

In many countries where English is learned as a foreign language, those countries are responsible for its curriculum and design the examination. In Indonesia, English lesson has introduced an element of listening program. Therefore over the same period teachers of English have to appreciate the value of developing their students' listening skills, so that students can pass the exam.

Word (1994:1) states that listening is the activity of paying attention to and trying to get meaning from something we hear. In order to listen successfully in spoken language, we should be able to understand what the speaker means. In facing listening comprehension successfully, students should give full attention to the sounds of the cassettes, to comprehend what speaker says.

Listening English comprehension is completely different from usual listening activities because English is not our mother tongue language and there are sounds which are unknown or unfamiliar for foreign listeners; and therefore, they may often fail to distinguish from other similar sounds or even fail to hear them at all.

The writer did this research in Madrasah Aliyah Diniyah Puteri. Teaching English at Diniyah Puteri has no special schedule for listening learning and teaching activities, all of English skills like speaking, reading, listening and writing are taught integratedly.

If teachers want to do listening activities, teachers sometimes bring students to the English lab or sometimes teachers bring a tape recorder to the class. Teachers provide CDs or cassettes, and then ask students to listen carefully after that students answer some questions related to CDs or cassettes heard by students.

In the other case teachers sometimes ask students to retell or translate what they have just heard on the CDs or cassettes; however, this kind of learning and teaching activity is not done very often. It is done when students start to have the semester test or when teachers want to carry out a listening comprehension learning and teaching activities.

It seems that teachers do not allocate more time for listening learning and teaching activities, they prefer to have reading learning and teaching activities by discussing and understanding many kinds of texts and paragraphs. Teachers also tend to teach their students several language expressions which are used in certain situations.

The English language teaching, especially for the third year students of senior high school is prescribed as follows.

#### **PROGRAM TAHUNAN**

**SATUAN PENDIDIKAN : MA DINIAH PUTERI PEKANBARU**  
**MATA PELAJARAN : BAHASA INGGRIS**  
**KELAS/ SEMESTER : XII/ 1 DAN 2**  
**TAHUN PELAJARAN : 2007/ 2008**

Standar kompetensi:

Berkomunikasi lisan dan tertulis menggunakan ragam bahasa yg sesuai dengan lancar dan akurat dalam wacana interaksional dan monolog terutama dgn wacana berbentuk narrative, discussion, dan review.

Semester 1 / Unit	Genre/ gambit / Kompetensi dasar	Gambit	Alokasi Waktu
Semester 1 1. Unit I	Narative <ul style="list-style-type: none"> <li>• Main verb</li> <li>• Adverb of phrase Past Unreal</li> </ul>	<ul style="list-style-type: none"> <li>• Complaining</li> <li>• Asking for information</li> <li>• Menyesal</li> <li>• Menyalahkan</li> <li>• Menuduh</li> </ul>	18 x 45 menit
2. Unit 2	Discussion <ul style="list-style-type: none"> <li>• Contrastive conjunction</li> <li>• Adverb of manner</li> </ul>	<ul style="list-style-type: none"> <li>• Giving argument</li> <li>• Giving agreement/ disagreement</li> <li>• Conclusion</li> <li>• Giving point</li> <li>•</li> </ul>	18 x 45 menit
3. unit 3	REVIEW <ul style="list-style-type: none"> <li>• Adjective of quality ex: excellent and good</li> </ul>	<ul style="list-style-type: none"> <li>• Critic</li> <li>• Giving opinion</li> <li>• Membujuk/ mendorong</li> <li>• Memprediksi</li> </ul>	18x 45 menit
4 unit 4	REVIEW MATERI	<ul style="list-style-type: none"> <li>• Follow up genres and another material</li> </ul>	18 x 45 menit

### The indicators in teaching listening comprehension

STANDAR KOMPETENSI LULUSAN	KOMPETENSI DASAR
1. Listening ( mendengarkan )	<ul style="list-style-type: none"> <li>• Menentukan gambaran umum, informasi rinci dari sebuah percakapan.</li> <li>• Memberikan respon yang tepat terhadap percakapan yang berisi ungkapan, simpati, rasa suka / tidak suka, undangan, permintaan/ pemberian dan penolakan izin, serta kepuasan/ ketidakpuasaan yang diperdengarkan.</li> <li>• Menentukan gambaran yang tepat sesuai dengan informasi yang ada didalam percakapan.</li> <li>• Menentukan gambar yang sesuai dengan teks monolog yang diperdengarkan.</li> <li>• Menentukan gambaran umum, informasi tertentu, dan informasi rinci dari sebuah teks monolog yang diperdengarkan.</li> </ul>

The above indicators of teaching listening comprehension indicate how listening comprehension should be taught at Madrasah Aliyah Diniyah Puteri. Thus, the writer is interested to find out how listening comprehension is taught at this

school. The writer takes the third year students of Madrasah Aliyah Diniyah Puteri as the subject of this research. Based on the preliminary study that the writer did, the writer has found some symptoms toward their difficulties in listening comprehension.

These symptoms are described as follows:

- A. Most of the students do not understand vocabularies that are used by speakers in the cassettes.
- B. Most of the students think that the speakers' talks and their conversation in the cassettes are very fast and extremely difficult to be comprehended.
- C. Most of the students face problems of interpretation in listening comprehension.
- D. Most of the students feel difficult to concentrate while they listen to the cassettes.

From the symptoms above, the writer considers the identification of students' difficulties in listening comprehension is very important to find out; and therefore the writer feels motivated and interested in carrying out a research entitled "STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION AT THIRD YEAR OF MADRASAH ALIYAH DINIYAH PUTERI".

## **B. The definition of the terms**

In order to avoid misunderstanding about this research, writer takes the definition of several terms; and these terms are defined as follows :

a. Listening

Listening, according to Wood (1994:1), is the activity of paying attention to and trying to get meaning from something we hear. Based on this definition the writer concludes that listening is students' activity in paying attention to and trying to get meaning from the cassettes that is heard by students.

b. Comprehension

Comprehension is power to understand or exercise to improve one's understanding (Oxford, 199:81). In this case, the writer concludes that comprehension is students' ability to understand the cassettes.

c. Difficulty

Difficulty is something that is hard to understand in facing listening comprehension (Oxford, 1995:116). In doing this research difficulty is students' difficulty in understanding listening test in the cassette.

### **C. Problem**

**a. The Identification of the problems**

The problems that can be identified to be investigated are:

1. What factors cause the students not to understand vocabularies that are used in the CD and cassettes?
2. What factors cause the students think speakers' talk and their conversation



in the cassettes are very fast and extremely difficult to be comprehended?

3. What factors cause the students to face problem in interpreting listening comprehension in the CDs and cassettes?
4. What factors cause the students difficult to concentrate while they listen to the CD and cassettes?
5. What factors cause students' difficulties in listening comprehension?
6. How is the students' difficulty in listening comprehension?

#### **b. Limitation of the problems**

There are many problems that can be investigated in this research, but the writer limits the problems as follows:

- a. What are the students' difficulties in listening comprehension?
- b. What factor cause students' difficulties in listening comprehension?
- c. How is students' difficulty in listening comprehension?

#### **c. The formulation of the problems**

1. What are students' difficulties in listening comprehension?
2. How is students' difficulty in listening comprehension?
3. What factors cause students' difficulties in listening comprehension?

## **D. Objectives and Significance of the study**

### **a. Objectives of the study**

Based on the previous explanation, the writer describes some objectives of the research:

1. To investigate students' difficulties in listening comprehension.
2. To know how students' difficulty in listening comprehension is.
3. To find out what factor cause students' difficulties in listening comprehension.

### **b. Significance of the study :**

1. To fulfill one of the requirements to get undergraduate degree in English education department.
2. The writer wants to know students' difficulties in listening comprehension.
3. The writer also wants to know what causes students' difficulties in listening comprehension.
4. The writer hopes this research can give way out to the students who find many difficulties in listening comprehension.

## CHAPTER II

### THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

#### A. Theoretical framework

##### 1. Nature of listening

Listening is one of language skills that is used most frequently; adults spend almost half their communication time listening, and students may receive as much as 90% of their in school information through listening to instructors and each another. Listening involves a sender (a person, radio, TV), which sends a message to the receiver (listener). Brown states (1994:233) in classroom, students always do listening than speaking, listening competence is universally larger than speaking competence and in recent years the language teaching profession has placed a concerted emphasis in listening comprehension. Listeners must often process messages as they come, even if they are still processing what they just have heard, without backtracking or looking a head. In addition listeners must cope with the sender's choice of vocabulary, structure, etc.

Given the importance of listening in language learning and teaching. It is urgent for language teachers to help their students become good and effective listeners. Wood (1994:1) states Listening is the activity of paying attention to and trying to get meaning from something we hear.

We need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. In addition, listeners must cope with the sender's choice vocabulary, structure, etc.

We can understand our mother tongue language with little or no efforts. Otherwise, it is completely different if people try to understand language which is not our mother tongue language like a foreign language, people need to learn hardly how to understand it and find out the way to overcome difficulties in listening foreign a language.

Teaching listening skills is one of the most difficult tasks for any teacher. This is because successful listening skills are acquired over time with lots of practice. In this case, commonly students try to translate word for word in their mind for each sentence so it makes them fail to follow speed of cassettes. Actually, it is frustrating for the students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improve the skills.

According to Kenneth Beare in his article entitled "The challenge teaching of teaching listening, said: "Students need to apply the same approach to the listening skills. Encourage them to get a film, or listen to an English radio station, but not to watch an entire film or listen for two hours, students should listen for short period – five to ten minutes – this should happen four or five times a week, even though they do not understand anything. Ten to five minutes is minor investment, however for this strategy to work, students must not expect improved understanding too quickly. The brain is capable of amazing things if it is given time, students must have the patience to wait for results. If a student continues this exercise over two or three

months their listening comprehension skills will greatly improve” (retrived from [www. Gwu. Edu/ - tip/ gagne. Htm](http://www.Gwu.Edu/-tip/gagne.Htm) )

## **2. Listening process.**

Wood (1994:2) states that there are three distinct stages in the aural reception of an utterance. At the first stage, the sounds go to into a sensory store, often called the “echoic memory “ and are organized into meaningful units, according to the knowledge of the language the listener already has. Unfortunately, the sounds remain in the echoic memory for a very short time (probably about a second ) and the listener does not have enough time to comprehend what is heard, particularly if listening to a foreign language, it causes errors as he/she attempts to organize the stream of sounds into meaningful units. And the listeners might be further troubled by the arrival of new information in the echoic memory before he/she has had sufficient opportunity to deal with that already held.

## **3. The importance of teaching listening**

If students do not learn to listen effectively, they will be unable to take part in oral communication, merely to hear what a speaker says is insufficient for communication to occur. When nobody listens to a speaker or when listener fails to understand the message, we say that the communication has broken down. By learning to listen, students should know what is heard, to process it, to understand it, to interpret it, to evaluate it, to respond it, and students also should involve in communication and become active listener.

Many listeners of English will find themselves sooner or later in variety of situations where they need or want to listen to English being used in real life for range of purposes. Kathleen Galvin cited in Word ( 1994 ) there are five reasons for listening, and the reasons for students will have for listening will generally fall under one or other of these categories:

1. To engage in social rituals
2. To exchange information
3. To exert control
4. To share feelings
5. To enjoy themselves

Most listening occurs in the conversation. Each participant in a conversation switches role and becomes alternately speaker and listener. The main aim of teaching listening is generally to enable our students to participate fully and comfortably in conversation.

#### **4. Several difficulties in learning listening comprehension.**

In English, just as in other languages, there are sound which are unknown or unusual for foreign listeners, and sometimes they may fail to distinguish from other similar sounds or even fail to hear it at all. Learners may have difficulty with the vowel sounds of English and need practice in distinguishing between them such as, “sit / seat”, “food / foot”. And in other hand, consonant clusters are worrying as some sounds seem to be lost like “exactly” where / t / sound is rarely heard in native speaker speech.

Language learners often face many and various problems when they first attempt to listen to a new language, meanwhile students have different experience, culture and background of education. Wood (1994 :16) states that it is noticeable, that students whose culture and education includes a strong story telling and oral communication tradition are generally better at listening than those from a reading and book based culture and educational background.

Brown (1994 : 238 ) says, there are special characteristics of spoken language need to be taken into consideration, second language learners need to pay special attention to such factors because they highly influence the processing of speech, if these characteristics are not presented, they can make listening process become difficult, the characteristics are :

### **1. Clustering**

In written language we are conditioned to present to the sentence as the basic unit of organization. In spoken language, due to memory limitations and our predisposition for “ chunking “ or clustering , we breakdown speech in to smaller group of words through this effort listening comprehension is easy to be understood. In this case teacher must help students to pick out manageable clusters of words but sometimes students will try to comprehend whole sentence even several sentence or even they will try to comprehend to every word in an utterance.

### **2. Redundancy**

Spoken language has good deal of redundancy, in conversations we can see f rephrasing, repetitions, elaborations, and little insertions of “ I mean “ and “

you know “ here and there. Such redundancy helps the hearer to process meaning by offering more time and extra information. Learners can train themselves from such of redundancy, mainly becoming aware that not every new sentence or phrase will necessarily contain new information.

### **3. Reduced forms**

Beside containing a good deal of redundancy, spoken language also has many reduced forms, reduction can be phonological like “djeetyet” for “ did you eat yet “, morphological such as “ I’II “, syntactic ( elliptical forms like “when will you be back” tomorrow, maybe) and in pragmatic like “ phone rings in a house and a child answer, cups the telephone and yells to another room in the house, “mom!,phone!”

These reductions cause significant difficulties especially classroom learners who may have initially been exposed to the full form of English language.

### **4. Performance variable**

In spoken language, unlike for planned discourse speeches, lecturers ,etc, hesitations, false start, pauses, and corrections are common. Native listener are conditioned from very young ages to “ weed out “ such performance variables whereas they can easily interfere with comprehension in second language learners.

### **5. Colloquial language.**

Learners who have been exposed to standard written English and textbook language sometimes extremely feel difficult to deal with colloquial language.



Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversation.

## **6. Rate of delivery**

Commonly every language learner thinks that native speakers speak too fast. Brown citing Richard (1983) points out that the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed. Learners need to be able to comprehend language delivered at varying rates of speed and delivered with few pauses. In listening the hearer may not always have opportunity to stop the speaker and the stream of speech will continue to flow.

## **7. Stress, rhythm, and intonation.**

The prosodic features of the English language are very important for comprehension. English speech can be a terror for some learners as mouthful syllables some spilling out between stress points.

Intonation patterns are also very significant not just for interpreting such straightforward elements as questions and statements and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, and praise.

## **8. Interaction**

Interaction will play large role in listening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, and etc. So, to learn to listen is also learn to respond and to continue a chain of listening and responding. Students need to understand that good listeners are good responders (in conversation).

Mary Under Wood (1994:16) states in her book teaching listening, there are potential problems in learning listening comprehension such as:

**1. Lack of control over the speed at which speakers speak.**

Many English language learners believe that the greatest difficulty with listening comprehension is that the listener can not control how quickly a speaker speaks. They feel that the utter disappear, or they are so busy working out the meaning of one part of what they hear that they miss the next part, or they simply ignore a whole chunk because they fail to sort it all out quickly enough.

**2. Listener not being able to get things repeatedly**

Another difficulty associated with controlling the input (what the speaker says) is that the listener is not always in a position to get the speaker to repeat an utter. This is particularly likely to be the case when the students are on the edge of conversation outside in the classroom, And of course, repeat can not be asked for when listening radio or watching TV.

**3. The listener has limited vocabulary.**

Choice of the vocabulary is in the hands of the speaker, not with the listener. Listener has to do the best he / she can follow, although in particular situation it is possible for the listener to stop and ask for the clarification. And sometimes listener can deduce the meaning of a word from its context.

#### **4. Listener fails to recognize signals.**

There are many ways in which a speaker can indicate that he / she is moving from one point to another, or giving an example, or repeating a point, or whatever. These signals are not immediately self evident to a person listening to a foreign language and can easily be missed. For example, in a formal situation generally show clearly that they are about to begin a new point. They use expression like firstly, secondly, ..... , then. They may pause or to make a gesture or move slightly. They may mark a change to a new point by increased loudness or a clear change of pitch.

#### **5. Listener has problems of interpretation**

Students who are unfamiliar with the context may have difficulty in interpreting the words that they hear, even though they can understand their surface meaning. For example: “The snow is very bad so there is nobody in the office”. This sentence might be very difficult for students who have never experienced snow to interpret correctly. More than that the meaning of non verbal clues, facial expression, nods, gestures, tone of voice, can easily misinterpreted by listeners from other cultures.

#### **6. Inability to concentrate**

Inability to concentrate can be caused by a number of things, but in listening work it is a major problem, if students find interesting topic so they will find concentration easier. And interesting topic makes listening work very tiring for students, because students do some effort to follow what they hear word by word.

Another factor that causes students difficult to concentrate is material or machine is being used. An inferior machine or poor recording can make it very hard for the students.

### **7. Established learning habits**

Commonly, teachers have to teach their students to understand everything in English lesson by doing repeating, pronouncing words carefully, and try to grade their students to determine their level in English proficiency. Because of this, students are worried if they fail to understand a particular word or phrase when they are listening, and become discouraged by their lack of success. Teacher should give tolerance vagueness and incompleteness of knowledge. In this case, the writer interested and motivated with potential problems in listening comprehension which is explained by Maryunder Wood because several symptoms are close and suitable with current situation that is found by writer.

## **B. The Relevant research**

There are many relevant researches which have relevancy in listening comprehension area. Their researches are very various either general or specific one. This happens because listening is one of the major skills in English. One of them is done by Marwiyah (2000) researched about the correlation between frequency in listening English programs and listening comprehension achievement of the second year students of English education department of UIN suska Riau. This research shows that there is significance correlation between the frequency of listening activity with students listening achievement, so she suggested for the students to listen English programs very often whether listen to English songs, English news, English TOEFL cassettes. And for teachers, she suggested to add the frequency of listening comprehension activity in the class.

## **C. Operational concept.**

To know students' difficulties in listening comprehension, writer uses several indicators as a guidance to conduct the questionnaire. These are indicators:

1. Students understand most of vocabularies that are used in the CDs or cassettes in listening comprehension class.
2. Students can follow the speed of sound in the CDs or cassettes.
3. Students can interpret sounds in the CDs or cassettes well.
4. Students can concentrate well while listen to then CDs or cassettes.

The writer uses those indicators to measure students' difficulties in listening and to know cause of students' difficulties in listening comprehension writer uses several indicators as follows:

1. English teacher teaches listening comprehension intensively.
2. Students like listening comprehension class.
3. Students listen English songs.
4. Students listen to English program.
5. Students listen to English news program on TV or radio.
6. Students have background knowledge about the text or the content which is explained in the CDs or cassettes.
7. English teacher brings the students to the lab while listening class.
8. The tools have good sounds.
9. English teacher speaks English in the class.
10. English teacher encourages students to practice listening at home.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

This research is categorized as descriptive study Arikunto (2005:234) as this research tries to describe students' difficulties in listening comprehension at the third year students of MA Diniyah Puteri through data collecting techniques that has been explained previously.

#### **A. Location and time of the research**

This research was carried out in Madrasah Aliyah Diniyah Puteri and was conducted on July 2008.

#### **B. The subject and object of the study**

Subject of this research is third year students of MA Diniyah Puteri and Object of the research is students' difficulties in listening comprehension.

#### **C. The Population and sample of the research**

The population of this research is third year students of MA Diniyah Puteri, they consist of 1 class with 26 students. The writer took all of them as sample in this research.

#### **D. Data collecting techniques**

The writer uses two kinds of data collecting techniques in order to get valid and accurate data. These data collecting techniques are as follows:

### 1. Questionnaire

It is used to know what are students' difficulties in listening comprehension and is done to find out what factor causes students' difficulties in listening comprehension.

### 2. Test

Test is done in order to know how students' difficulty level is in listening comprehension.

### E. Techniques of data analysis

In order to get the level of students' difficulty in listening comprehension, the data were analyzed by using formula:

$$P = \frac{X}{N} \cdot 100\%$$

Where P = Individual level of difficulties

X = The number of the wrong answer

N = The number of items

To know the percentage of students' difficulties in answering the questionnaire, the writer uses the following formula (Sudijono, 2006:35)

$$P = \frac{f}{N} \cdot 100\%$$



Where : P = The percentage

F = Frequency

N = The number of students

Afterward, the average score of level difficulty which is given in each item was computed by using the formula ( Hartono, 2004:30)

$$Mx = \frac{\sum Fx}{N}$$

Where : Mx : The mean of the students' score

$\sum Fx$  : The total number of the students score

N : The total respondent

To find out the level of the students' difficulties in listening comprehension, the measurement scale was used as prescribed in the following:

<b>Level of difficulties</b>	<b>Score ( % )</b>
High	76 – 100
Middle	60 – 75
Low	0 - 59

( Arikunto, 2002: 313 )

## CHAPTER IV

### THE DATA PRESENTATION AND THE DATA ANALYSIS

#### A. The Data Presentation

This research was done to find out students' difficulties in listening comprehension and tries to describe what factors cause students' difficulties in listening comprehension. This research uses questionnaires to know students' difficulties in listening comprehension and some factors that cause students' difficulties in listening comprehension, and test was used to know level of students' difficulty in listening comprehension.

The first step in order to get quantitative result is by doing collecting and scoring the data that is got from the questionnaire, And then the next step is counting the percentage of the students' difficulties and cause of students' difficulties in listening comprehension, for this case writer uses formula as follows

$$P = \frac{F}{N} \cdot 100\%$$

( Sudijono, 2006:3 )

Where : P = Percentage

F = Frequency

N = Total number of the students.

#### 1. Students' difficulties in listening comprehension

The data of students' difficulties in listening comprehension were taken from questionnaire the result of them as follows.

**Table 1.1****A. Students understand whole of vocabularies are used In the cassette**

<b>Number</b>	<b>Alternative answer</b>	<b>frequency</b>	<b>Percent</b>
1	Always	4	15,38%
	Usually	7	26,92 %
	Seldom	13	50%
	Never	2	7,69 %
		26	100 %

The table above shows that the highest percentage answer is “seldom” around 50 %. it can be concluded that the students seldom understand whole of vocabularies which is used in the cassette.

**Table 1.2****B. Students can follow speed of the utterances in the cassette.**

<b>Number</b>	<b>Alternative answer</b>	<b>frequency</b>	<b>Percent</b>
2	Always	3	11,53%
	Usually	5	19,23%
	Seldom	12	46,15%
	Never	6	23,07%
		26	100%

The table above shows that the highest percentage answer is “seldom” around 46,15 %. It can be concluded that the student are seldom able to follow speed of the utterances in the cassette well.

**Table 1.3**

**C. Students can interpret each utterances in the cassettes.**

<b>Number</b>	<b>Alternative answer</b>	<b>frequency</b>	<b>Percent</b>
3	Always	5	19,23%
	Usually	8	30,76%
	Seldom	9	34,61%
	Never	4	15,38%
		26	100%

The table above shows that the highest percentage answer is “seldom” around 34,61%. It can be concluded that the student are seldom able to Interpret each utterances in the cassette.

**Table 1.4**

**D. Students can concentrate well while listening to the cassettes.**

<b>Number</b>	<b>Alternative answer</b>	<b>frequency</b>	<b>Percent</b>
4	Always	3	11,53 %
	Usually	16	61,53 %
	Seldom	5	14,23 %
	Never	2	7,69 %
		26	100%

The table above shows that the highest percentage answer is “usually” around 61,53 %. It can be concluded that the students are usually able to concentrate while listening to cassettes.

## 2. Some factors that is cause of students’ difficulties in listening comprehension

The data about some factors that cause students’ difficulties in listening comprehension are taken from questionnaire, the result of them as follow.

**Table 2.1**

### a. Teacher teaches listening comprehension intensively.

<b>Number</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percent</b>
1	Always	7	26,92%
	Usually	3	11,53%
	Seldom	11	42,30%
	Never	5	19,23%
		26	100%

The table above shows that the highest percentage answer is “seldom “ around 42,30%. It can be concluded that the teachers are seldom to teach listening comprehension in the class.

**Table 2.2****b. Students like listening comprehension**

<b>Number</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
2	Always	6	23,07%
	Usually	8	30,76%
	Seldom	7	26,92%
	Never	5	19,23%
		26	100%

The table above shows that the highest percentage answer is “Usually“ around 30,76%. It can be concluded that students usually like listening comprehension in the class.

**Table 2.3****c. Students listen to English pop songs**

<b>Number</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
3	Always	7	26,92%
	Usually	6	23,07%
	Seldom	8	30,72%
	Never	5	19,23%
		26	100%

The table above shows that the highest percentage answer is “seldom“ around 30,72%. It can be concluded that Students seldom listen English pop songs.

**Table 2.4****d. Students listen to English news on TV or radio**

<b>Number</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
4	Always	3	11,53%
	Usually	6	23,07%
	Seldom	12	46,15%
	Never	5	19,23%
		26	100%

The table above shows that the highest percentage is “Seldom” around 46,15%. It can be concluded that students seldom listen English news on TV or radio.

**Table 2.5****e. Students watch English program (Movie, Drama, Talk show) on TV**

<b>Number</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
5	Always	4	15,38%
	Usually	10	38,46%
	Seldom	9	34,61%
	Never	3	11,53%
		26	100%

**Table 2.6**

**f. Students have background knowledge about the text or content which is explained in the cassettes.**

<b>Number</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
6	Always	5	19,23%
	Usually	9	34,6%
	Seldom	10	38,46%
	Never	2	7,69%
		26	100%

The table above shows that the highest percentage is “seldom “around 38,46%. It can be concluded that students seldom have background knowledge about the text or content which is explained in the cassettes.

**Table 2.7**

**g. Tool/ Video tape recorder has good sound.**

<b>Number</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
7	Always	12	46,15%
	Usually	10	38,46%
	Seldom	2	7,69%
	Never	2	7,69%
			100%



The table above shows that the highest percentage answer is “Always“ around 46,15%. It can be concluded that The tools/ tape recorder always have good sound.

**Table 2.8**

**h. Teacher speaks English in the class.**

<b>Number</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
8	Always	8	30,76%
	Usually	9	34,61%
	Seldom	6	23,07%
	Never	3	11,53%
		26	100%

The table above shows that the highest percentage answer is “Usually“ around 34,61%. It can be concluded that teacher usually speaks English in the class.

**Table 2.9**

**i. Teacher brings the students to the English lab while listening class is conducted**

<b>Number</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
9	Always	8	30,76%
	Usually	6	23,07%
	Seldom	9	34,61%
	Never	3	11,53%
		26	100%

The table above shows that the highest percentage answer is “Seldom“ around 34,61%. It can be concluded that teacher seldom brings students to the English lab while listening class is being conducted.

**Table 2.10**

**j. Teacher encourages the students to improve their listening skill at home.**

Number	Alternative answer	Frequency	Percentage
10	Always	8	30,76%
	Usually	9	34,61%
	Seldom	6	23,07%
	Never	3	11,53%
		26	100%

The table above shows that the highest percentage answer is “Usually“ around 34,61%. It can be concluded that teacher usually encourages the students to improve their listening skill at home.

**Table 3.1**

**The recapitulation of students' difficulties in listening comprehension**

No	Items	Percentage			
		Always	Usually	Seldom	Never
1	A	15,38	26,92	50	7,69
2	B	11,53	19,23	46,15	23,07
3	C	19,23	30,76	34,61	15,38
4	D	11,53	61,53	14,23	7,69

**Table 3.2**  
**The recapitulation of factors that cause students' difficulties in listening comprehension**

No	Items	Percentage			
		Always	Usually	Seldom	Never
1	1	26,92	11,53	42,30	19,23
2	2	23,07	30,76	26,92	19,23
3	3	26,92	23,07	30,72	19,23
4	4	11,53	23,07	46,15	19,23
5	5	15,38	38,46	34,61	11,53
6	6	19,23	34,6	38,46	7,69
7	7	46,15	38,46	7,69	7,69
8	8	30,76	34,61	23,07	11,53
9	9	30,76	23,07	34,61	11,53
10	10	30,76	34,61	23,07	11,53

## B. The data analysis

### 1. Students' difficulty in listening comprehension

The research was done to know students' difficulties in listening comprehension and what factors cause students' difficulties in listening comprehension. The writer uses questionnaire and test to get the data in this research. Test is used to find out level of students' difficulty in listening comprehension, to obtain this case writer uses formula as follows:

$$P = \frac{X}{N} \cdot 100\%$$

P = Percentage of students' level difficulty in listening comprehension

X = The number of wrong answer

$N$  = The total number of students

To obtain the mean score of students' difficulty in listening comprehension, writer uses formula as follows:

$$M_x = \frac{\sum fx}{N}$$

$M_x$  = The average score/ mean

$\sum fx$  = The total number of wrong answer

$N$  = The total number of students

The writer divided students' level difficulty into three categories, they are as follows:

1. High, the students' level difficulty ranges between 76% - 100%
2. Middle, the students' level difficulty ranges between 60% – 75%
3. Low, the students' level difficulty ranges between 0 – 59%

Arikunto ( 2002: 313 )

Table 4.1

## The score of students' difficulty in listening comprehension

No	Students	Total number of items	True	False	Students score	Score of difficulty
1	1	25	9	16	36	64
2	2	25	11	14	44	56
3	3	25	4	21	16	84
4	4	25	9	14	36	56
5	5	25	7	18	28	72
6	6	25	5	20	20	80
7	7	25	8	17	32	68
8	8	25	7	18	28	72
9	9	25	11	14	44	56
10	10	25	3	22	12	88
11	11	25	6	19	24	76
12	12	25	7	18	28	72
13	13	25	6	19	24	76
14	14	25	4	21	16	84
15	15	25	6	19	36	76
16	16	25	6	19	36	76
17	17	25	7	18	28	72
18	18	25	8	17	32	68
19	19	25	14	11	56	44
20	20	25	15	14	60	56
21	21	25	7	18	28	72
22	22	25	8	17	32	68
23	23	25	4	21	16	84
24	24	25	14	11	56	44
25	25	25	18	7	72	28
26	26	25	14	11	56	44
Total			218	434	896	1736

Note:

i). In this research, writer uses students wrong answers to analyze the data because this research concerns about students' difficulty in listening comprehension.

**Table 4.2**

**The recapitulation of students' level difficulty in listening comprehension**

<b>No</b>	<b>Students</b>	<b>Percentage of students difficulty ( % )</b>	<b>Category of the difficulty level</b>
1	1	64	Middle
2	2	56	Low
3	3	84	High
4	4	56	Low
5	5	72	Middle
6	6	80	High
7	7	68	Middle
8	8	72	Middle
9	9	56	Low
10	10	88	High
11	11	76	High
12	12	72	Middle
13	13	76	High
14	14	84	High
15	15	76	High
16	16	76	High
17	17	72	Middle
18	18	68	Middle
19	19	44	Low
20	20	56	Low
21	21	72	Middle
22	22	68	Middle
23	23	84	High
24	24	44	Low
25	25	28	Low
26	26	44	Low

Based on the table above shows there are 9 students who have High level difficulty in listening comprehension, 9 students who have middle level difficulty in listening comprehension and 6 students who have low level difficulty in listening comprehension.

**Table 4.3**  
**The average score of students' difficulty in listening comprehension**

No	Percentage of students' difficulty level (x) / (%)	F	FX
1	88	1	0,88
2	84	3	2,52
3	80	1	0,8
4	76	4	3,04
5	72	5	3,6
6	68	3	2,04
7	64	1	0,64
8	60	-	-
9	56	4	2,24
10	44	3	1,32
11	28	1	0,28
		26	$\sum fx = 17,36$

$$M_x = \frac{\sum fx}{N}$$

$$M_x = \frac{17,36}{26}$$

$$M_x = 66,76\%$$

The table 4.3 shows that the total frequency of the score range of the respondents in answer the test of listening comprehension. The average score is 66,76%. So, it can be concluded that students' difficulty level in listening comprehension is categorized into "middle" level (60% - 75%).

## **2. Some students' difficulties in listening comprehension**

In obtaining students' difficulties in listening comprehension writer uses questionnaire, it can be seen there are some difficulties in listening comprehension, from the table 3.I. It shows that there are 50% students who are seldom understand about vocabularies which is used in the cassettes, 46,15% students are seldom able to follow speed of the utterances in the cassettes well, and 34,61% students are seldom able to interpret utterances in the cassettes.

## **3. Some factors that cause students' difficulties in listening comprehension**

In term of this case, it is also taken from questionnaires. Through the data we can see some factors that cause students' difficulties in listening comprehension. For about 42,30% students who say that teacher seldom teach listening intensively in the class, 30,72% students who seldom listen English pop songs, 46,15% students who seldom listen and watch English news program on TV or radio, 38,46% students seldom have background knowledge about content which is explained in the cassettes, and 34,61% students who say that teacher seldom brings students to the English lab.



Through this data we can conclude that students' frequency in doing listening comprehension activity has great influence toward factors that cause difficulties in listening comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. The conclusion

The purpose of this research is to know students' difficulties in listening comprehension, what factors cause students' difficulties in listening comprehension, and the level of difficulty in listening comprehension. Based on the findings in Chapter IV, it can be concluded that students' difficulty in listening comprehension is categorized into middle level, and there are some difficulties in listening comprehension, they are as follows:

- 1 Most of students do not understand most of vocabularies that are used in the cassettes.
- 2 Most students are not able to follow speed of the utterances in the cassettes.
- 3 Most of students are not able to interpret utterances in the cassettes well.

And there are some factors cause students' difficulties in listening comprehension, they are as follows:

1. Teachers do not teach listening intensively.
2. Most of students do not have background knowledge about the content of the texts that is used in the cassettes.
3. Teachers are seldom to bring students to the English lab while listening class is conducted.

4. Students are seldom in doing listening comprehension activity outside learning and teaching activity in the class, include listening English songs, English news, and English programs.

## **5.2. The suggestions**

After finishing this research the writer gets much information about listening comprehension, especially in term of difficulties in listening comprehension. We have seen some data and explanation about this term, in order to make it better, writer has some suggestion about this case:

### **a. Students**

Students should listen to English programs and English utterances more often even though students are not able to understand what is said, it is important to be acted to improve listening skill. Like what Kenneth Beare emphasizes (see chapter II) students should listen and watch English programs more frequently, even though it is not entirely to be seen, because this activity one of amazing efforts to improve students' listening skill.

### **b. Teachers**

Teachers should encourage students to listen English programs and beside that, teachers also should give more allocation of time for listening comprehension class, it does not mean teachers sacrifices the others lesson of English like reading comprehension, pronunciation, and grammar. The writer wants to say that in order to make our students have good skill in listening,

listening activity must be done frequently, and it needs time. Teachers also should bring students to the English lab more often, because it motivates students on listening comprehension itself through the supporting tools like headphone, TV, Tape recorder, CDs, cassettes.

There are some activities can be done by teachers to improve their students listening skill, they are as follows:

1. Exposing students to range of listening experiences.

This can be done by using a lot of different listening texts such as stories, conversation, descriptive talks, etc. These things are incorporate with a variety of language (formal and informal), spoken by native speakers or foreign speaker, delivered slowly or quickly.

2. Making listening purposeful for the students.

This can be achieved by providing tasks that are as realistic as possible, so students can relate what they are doing in the lesson to things that happen in real life, outside the classroom.

3. Helping students understand what listening entails and how they might approach it. This means changing the attitudes of students, particularly in the past when their attempts to learn listening have been unsuccessful, it needs little time explaining the processes of listening to the students.

#### 4. Building up students' confidence in their own listening ability.

Students who feel they are succeeding will be encouraged to go on trying. The teacher's in this is to provide experiences and activities in which students can be successful

#### c. Institution.

Some facilities to support listening comprehension, like English lab, cassettes, CDs, headphone, TV, etc, should be provided by institution like schools, foundation, and educational affair department. It is very necessary to be done to improve our students skill in English especially in listening. Those tools are not only important for listening but also for the other English skills like speaking, writing, reading.

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