

**THE STUDENTS BARRIER IN ATTENDING ENGLISH LISTENING
PROGRAM AT THE SECOND YEAR OF SENIOR HIGH SCHOOL
(SMA) 3
PEKANBARU**

A Thesis

Submitted to Fulfill One of the Requirements
For Undergraduate Degree in English Education



BY

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PEKANBARU
1432 H/2011 M**

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SUPERVISOR APPROVAL

This paper entitled "*Factor Effecting the Students' Barriers in Attending English Listening Programe at the Second Year of SMAN 3 Pekanbaru*", is written by Merry Adriyani. NIM:10414024429. it is accepted and approved to be examined in meeting of the final examination committee of Sarjana Degree of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau in order to fulfill one of the requirements for getting Sarjana Degree in English Education.

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Approved By

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Finally, the writer realizes that this paper is far from being perfect, it still need more fore research, thus comments, critics, and constructive suggestions and advices are very much appreciated.

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ABSTRAK

Merry Adriyani (2011): “Hambatan Siswa dalam Menghadiri Program Bahasa Inggris pada Siswa kelas 2 SMAN 3 Pekanbaru”

Skripsi ini adalah penelitian deskriptif. Berdasarkan penelitian yang dilakukan peneliti sebelumnya, hasil belajar bahasa inggris siswa masih rendah. Hal ini mungkin diakibatkan dari hambatan siswa dalam menghadiri program listening yang diadakan oleh sekolah. Jika hambatan itu sudah diketahui, hasil belajar akan meningkat. Subjek dari penelitian ini adalah siswa kelas 2 SMAN 3 Pekanbaru, sedangkan objek penelitian ini adalah hambatan siswa dalam menghadiri program bahasa inggris. Dalam hal ini peneliti mengambil 20% sebagai sample dari total populasi yakni berjumlah 56 orang siswa. Dalam penelitian ini peneliti menggunakan dua instrument untuk mengumpulkan data penelitian yaitu menggunakan angket (quisioner) dan wawancara (interview). Angket (quisioner) digunakan untuk mengetahui hambatan siswa itu sendiri sedangkan wawancara digunakan sebagai bukti untuk memperkuat angket tersebut

Dalam mengolah data, peneliti menggunakan teknik deskriptif qualitative dengan persen dengan rumus sebagai berikut:

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

Berdasarkan analisa data, siswa tidak mendapatkan motivasi dari lingkungan sekitarnya seperti teman atau keluarga dan juga tidak mengikuti program listening tepat pada waktunya. Tapi kebanyakan siswa merasa bahasa inggris berguna nantinya untuk masa depan mereka.

ABSRACT

Merry adriayani (2011): The Students Barriers in Attending English Listening Class at the Second Year of SMAN 3 Pekanbaru

This thesis is descriptive research. Based on the researcher previously study, the students learning outcome is still low. It might be caused from the barriers of the students in attending English listening program which is made by the school. If the barriers are found, the learning outcome will be increasing. The subject of this research was the second year students of SMAN 3 Pekanbaru, while the object of this research was the student's barriers in attending English listening program. In this case, the writer takes 20% of the population sampling. There were 56 students. There were two research instruments used to obtain the data along this study. Those were questionnaire and interview. The questionnaire was used to identify the barriers of the students while the interview was used to make sure the proof of the questionnaire.

In analyzing the data, the writer used descriptive qualitative technique with percentage, as formulated below:

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

Based on the data analysis, the students do not get motivation from their environment such as friend or family and also they do not follow English listening program punctually. But, most of the students feel English useful for their future.

ملخص

هذا البحث بال موضوع " العوامل التي تسبب إعاقة التلاميذ في حضور برنامج اللغة الإنجليزية لدى التلاميذ في الفصل الثاني بالمدرسة العالية الحكومية ٣ باكينارو .

هذا البحث وصفي بناء على البحث من قبل ان نتيجة تعلم اللغة الإنجليزية منخفضة. هذه الحالة بسبب إعاقة التلاميذ في حضور برنامج الاستماع الذي تقوم به المدرسة. إذا الإعاقة معروفة فسترتفع النتيجة.

أفراد البحث من هذا البحث هو تلاميذ الفصل الثاني في المدرسة العالية الحكومية ٣ باكينارو . وموضوعه إعاقة التلاميذ في حضور برنامج اللغة الإنجليزية. أخذت الباحثة العينة وهي ٢٠ % من كل مجتمع بعدد ٥٦ تلميذا.

استخدمت الباحثة الألتين هما الإستبيان والمقابلة لجمع البيانات. استخدام الإستبيان لمعرفة إعاقة التلاميذ والمقابلة لتأكيد الإستبيان. في تحليل البيانات استخدمت الباحثة الكافي الوصفي برموز كمالي.

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

بناء على تحليل البيانات لا يتحصل التلاميذ على الدوافع من حولهم مثل الأصدقاء والأسرة ولا يتبع برنامج الاستماع في وقته ولكن كثيرا منهم يشعرون أن اللغة الإنجليزية مفيدة في المستقبل.

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CHAPTER I

INTRODUCTION

A. The Background

In educational field especially in Indonesia, English was still a foreign language taught as a subject in schools and it becomes one of compulsory subjects that should be learned from elementary school up to university level. The general purpose of teaching and learning English is to achieve the four language skills: listening, writing, speaking and reading. In competence based on curriculum, the four language skills should be taught integrated which means that one of language skills is related to the others and they should be taught together in teaching and learning process.

As we know, teaching and learning English as a foreign language is not easy. Because English is not our mother tongue or our national language and also there are many aspects that should be mastered by the students, such as the language components: vocabulary, sound systems, structures and language skills.

In this study the writer focuses the topic in listening. Listening is one of the language skills that should be learned and mastered by the students. Sometimes, in our daily conversation, we also have a bad communication or misunderstanding. That's because we have a bad listening or not paying attention to what we hear. Actually, good listening is needed to make a good communication. According to **Underwood (1989)** stated listening is the activity of paying attention to and trying to get meaning from something we hear.

The students followed this class every twice a week that were on Tuesday and Friday in the language laboratory where the students are given vocabulary and listening materials. Automatically, the students have the ability in listening but in reality, the students still get difficulties in listening and attending listening class.

By looking the problem on the students, the writer has found the phenomena as follows:

1. When the listening class begins, some of the students didn't feel interested.
2. When the listening class begins, some of the students are coming late..
3. Some of the students felt that listening is quite difficult skill for them.
4. Some of the students felt the media in language lab didn't work properly
5. While the teacher gave listening material in language lab, some of the students were not focused.
6. Some of the students do not have motivation in listening skill.
7. While the teacher gave listening material, some of the students left the class or permission to the bathroom
8. When the listening class begins, some of the students felt uncomfortable in the language lab.

Based on the theory and the problems above, the writer is interested in conducting a research entitled: “THE STUDENTS BARRIERS IN ATTENDING ENGLISH LISTENING CLASS AT THE SECOND YEAR OF SMAN 3 PEKANBARU”

B The Problems

1. The identification of Problem

Based on the background and the explanation above, the writer can identify the problems as follow:

1. Factors caused the students are not interested in attending English listening program.
2. The second year students felt uncomfortable when they were in language lab.
3. The second year students felt that listening is quite difficult skill for them.
4. The second year students often left the class while teachers gave explanation.
5. The second year students felt the media in language lab did not work properly.

2. The Limitation of the Problem

Because of many problems found in this research and to avoid misunderstanding, the writer would like to limit the problems of this research as follows:

1. The students' barriers in attending English listening program at SMAN 3 Pekanbaru.
2. The factors on the students' barriers in attending English listening class

3. The Formulation of the Problems

Based on the limitation of the problem stated above, the problem of this research was formulated in the research question what are the students' barriers in attending listening program at SMAN 3 pekanbaru?

C. The Definition of Term

In order to avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the terms need to be defined in this study as follows:

1. Barriers

A barrier is something that prevents or controls movement or progress.

In this study, a barrier refers not only to the students' motivation but also in many aspects of the students barrier in attending listening class.

2. Listening Program

Listening is tried to hear or pay attention or the activity of paying attention and trying to get meaning from something we hear (Oxford dictionary: 1995:572). The meaning of listening program in this research is a program which has to be followed by the students and as an obligation, and also this program is not an extracurricular class. It is a class where the students get listening material and also do a toefl task.

3. Attending

Attending is given care and thought (Oxford dictionary: 1995: 55). In this study, attending means the students active to follow listening class.

D. The Reason for Choosing the Title

The following items are the reasons why the writer is interested in choosing the title of this study.

- 1 The research can be conducted because the time and place of this research are available for the writer.

- 2 This research is relevant with status of writer as the English students.
- 3 The writer has the ability to make this paper.
- 4 This problem is interesting to be researched because it will influence student's ability to practicing English.

E. The Objective and Needs of Study

1 The Objective of Study

Based on the formulation of the problem previously, there was one objectives in this researched was to identify what is the students' barriers in attending listening program at SMAN 3 Pekanbaru are.

2. The Needs of the Study

The writer hopes that the findings of this study will provide contribution and benefit information to:

- a. Give more contribution to teacher and students, especially English teacher of SMAN 3 PEKANBARU.
- b. Identify a certain phenomenon, which related to teacher-student interaction in listening classroom.
- c. Find out what the student's demand in order to make them motivated to attend listening class.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Theoretical Framework

1. Listening and Related Concept

There are four skills in English that should be learned and mastered by the students: speaking, writing, reading, and listening. Listening is one of the language skills that should be mastered by the students. However, good listening is needed to make a good communication. Some experts have given various definitions of listening. According to Hornby (1987: 496), listening is trying to hear and paying attention. In the same view, Underwood (1989) states that listening is the activity of paying attention and trying to get meaning from something we hear. It is clear that in listening the listener must pay attention and try getting information and meaning to what the speaker said. Therefore, the concentration and seriousness are needed.

In addition, Gartside (1986: 119) said that listener is an activity and purposeful process, in which listener participate and make a positive contribution by bringing their power concentration to hear what they hear. From these, we can see that listening is not a passive activity. In listening, the listener asked to be more active in analyzing and contacting the message from the speaker. Furthermore, Howwat and Dakin (1974) said that listening is the ability to identify and understand what others are saying.

As we know, listening was the language modality that was used most frequently. It had been estimated that 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 to one another. Often, however, language learners didn't recognize the level of effort that goes into developing listening ability.

The International Listening Association (www.listen.org) defines **listening** as *the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages* (1996). Because we cannot physically shut down our auditory perceptions, it might be easy to assume that we are always in a state of listening. Individuals, however, have the ability to appear to be listening when they are actually just hearing. What is the difference between hearing and listening? The terms hearing and listening are often used interchangeably in everyday life, but in order to learn how to listen effectively, it is important to understand the differences between both activities. Until quite recently, not very much was known about the process of listening. While speech instruction is common—we teach our children how to speak a language, for example—there has been little instruction related to listening.

In this study, language laboratory was one of media in order to improve the students listening skill. According to Wikipedia the language laboratory was an audio or audio-visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities and academies.

This media is to improve the students listening skill but in fact the students still have low grades when they had listening test. Were they just hearing or listening?

Hearing, essentially a physiological process, involves *three interconnected stages: reception of sound waves, perception of sound in the brain, and auditory association* (Brownell, 2006, 77). The mechanics of hearing, of course, are a prerequisite to all listening purposes. Studies conducted in the late 1960s, however, have demonstrated that hearing proficiency is largely unrelated to listening competency. In other words, levels of hearing ability have very little to do with listening skills. It is important to keep in mind that regardless of hearing levels, individuals can—and often do—tune out any noise that causes them boredom or discomfort.

According to Dawn Rosenberg McKay (1997) stated some other people think hearing is the same thing with listening. Basically, hearing is not the same with listening. The difference between hearing and listening are hearing is physical ability while listening is a skill. Listening skills allowed one to make sense of and understand what another person is saying. In other words, listening skill allow you to understand what someone is talking about. So we have to know the difference between hearing and listening.

The listening process is often described from an information processing perspective as “an active process in which listeners select and interpret information that came from auditory and visual clues in order to define what was going on and what the speakers are trying to express” (Thompson and Rubin:

1996: 331). Considering various aspects of listening comprehension, Underwood (1989) organizes the major listening problems as follows:

1. Lack of control over the speed at which speakers speak, it means the listener can not control how quickly a speaker speaks.
2. Not being able to get things repeated, it means the listener is not always in position to get the speaker to repeat and utterance.
3. The listener limited vocabulary; he or she did not understand with vocabulary
4. Failure to recognize the signals, there are many ways in which speaker can indicate that he or she is moving from one point to another, or giving an example, or repeating a point, etc. The signals can easily miss.
5. Problem of interpretation, it means students who unfamiliar with the context may have considerable difficulty in interpreting the words they hear even if they can understand their “surface” meaning.
6. Inability to concentrate can be caused by a number of things, but in listening words it is the major problem, because even the shorter break in attention can seriously impair comprehension. (Underwood, 1989:16-19).

2. The Nature of Barriers

Learning was a process of the activities to change students' attitude based on the knowledge and experiences. English was a foreign language in Indonesia, the students or the learners in our country may have some barriers in studying English. According to Hornby (1989: 40), Barriers are something that prevents or controls movement or progress.

According to Reverso dictionary (2008) stated a barrier is something such as a fence or wall that is put in place to prevent people from moving easily from one area to another. In the listening process there are things that interfere with or get in the way of effective listening. We call these situational thoughts and actions barriers to listening. In any situation, barriers prevent effective communication. These barriers can be within ourselves (psychological), in the communication situation or environment (such as noise or other distractions), or they can be learned from our social or cultural associations and influences (Public Speaking The ACA Open Knowledge Guide Online).

The most listening barriers for most people are psychological, *intrapersonal*, or situational. These can include intrapersonal distractions such as interior “noise,” semantic noise, information overload, perceptions of the speaker, or self perceptions and personal biases that get in the way of listening to others. There are also situational noise/distractions, physical and otherwise that should be managed if we are to listen at our best

According to Sardiman (2004:39) stated that the factors effecting the students barriers in learning can be classified became two classifications, they were internal and external factors.

1. Internal factor

Internal factor is inside factor of students’ individual. The students can learn well if this factor can be obtained. Internal factor involves two factors that are physical and psychological factors.

- a. Physical factor consists of Health factor, the students who lack of eating or lack of sleeping, they will study ineffectively.
 - b. Psychological factor. Staton (in Sardiman, 2004:39-44) says that there are six kinds of the psychological factors, as motivation, concentration, reaction, organization, understanding, and evaluation.
- 1) Intelligence; the success of the students in their learning is influenced by intelligence. By having good intelligence, it will make teaching and learning process more effective.
 - 2) Evaluation; by doing many evaluation will make students able to master the materials.
 - 3) Talent; talent is also a great influence in conducting learning achievement. For example, someone is playing guitar. If he is talented in playing guitar, he will be more successful to play the guitar than that of who is not talented.
 - 4) Motivation; Brown (1994:34) states motivation is the extent to which you make choice about (a) goals to pursue and (b) the effort you will devote to that pursuit. It also influences the students' ability in language learning. A student will be success if he wants to learn everything. Andrew and Nobou said that;
 - 5) “factor effecting the type and strength of motivation a students has include
 - (a) attitude towards the target language, culture or language group, previous experiences learning or interacting, present situation either pressured to learn or freedom of choice (prerequisite or elective), (b) their

goals for using target language employment, exams, travel, making friends, cultural awareness or personal satisfaction, (c) aptitude intelligence, natural ability or propensity towards learning languages, affective factors particularly extroversion”.

- 6) (*anreimann.com/Abstracts/Presentation3:13 Maret 2008*)
- 7) Concentrate; it means a student gives his attention in the material of learning.
- 8) Reaction; the learning process needs physic element and way of thinking as a reaction in learning. It means that reaction needs all way of thinking, measurement, diligent, and accuracy to get information and ideas from any else and some books.
- 9) Organization; it will be easy for a student to understand the material.
- 10) Comprehension; a students must understand about all aspects learned. It means, he changes the point about meaning, purpose, and sense the material.

2. External factor

External factor is outside factor of students' individual, such an environment. According to Sartain (in Hasbullah 2005:32), environment consists of situation and the world that influence our attitude, growing and life process. When student studies the material, place of the study should be quite, there is no disturbance from environment because studying needs concentration. External factors can influence from weather, time, socio-economic, distance from learning place, etc. Syed Tahir Hijazi and Raza Naqvi say that whom live near the

university perform better than other students that so far place of residence.
(*bangladeshsociology.org*)

External factor involves two factors influencing the students in learning; they are social environment and non-social environment.

- a. Social environment consists of;
 - 1) Environment of the society, this involves student's friends, their home environment, culture, etc. society is very important for some one to study some thing. His attitude may be influenced by his environment life.
 - 2) Environment of the school, this factor involves the regulation and code conducts of the school, the good teachers, and the instruments in process learning and teaching. The good teacher must be able to various methods in teaching and learning process. In other words, the teacher are required to be skillful manipulators, using questions, commends, and other clues to elicit correct sentences from the learners. So, teaching methods and the instruments in process learning will helpful them to increase their ability.
 - 3) Environment of the family, this condition is more influential to the activities of students' learning, because the correlation between the children and the parents will be helpful. For example, when the student is studying English, his/her parents may communicate with their children by using English. It is also suitable with Aida's opinion (*cal.org*), she said that; "Support from home is very important for successful second language learning. Some educators believe that parents of English language learners should speak only English in the home".

- b. Non-social environment, this factor consists of :
- 1) Natural environment is one of the factors that can be influential to the students in learning process. Such as the weather, better if the weather is not too hot and it's not too cold. Because the natural environment influence to the mood of the students in leaning process.
 - 2) Instrumental factor, this factor consists of two instruments: hardware and software. The meaning of hardware here is the facility of the school, the building of the school, and also the media or tools in order to support the students in teaching and learning process. The meaning of software here is the curriculum of the school, syllabus, the rules of the school.
 - 3) Material factor, this factor has to fit to age of the students' or the development of the students and also the teaching method has to fit to the development of the students. Furthermore the teacher has to pay attention to the lesson material before given to the students. To make a good contribution to the students, the teacher had to master the material and the teaching method based on the students needs.

The students' learner characteristics not only come from the internal and external factor but also come from another characteristic such as from the psychology of the students. According to Dornyei (2005) stated there were five characteristic of the students learner, anxiety, creativity, willingness to communicate, self esteem and leaner beliefs.

Listening is not just about hearing a message. Listening requires people to pay attention to a message and process the information it conveys. However,

when people intend to actively listen to a message, certain barriers often prevent them from paying close attention.

1) Attention Span

An attention span is the amount of time a person will pay attention to a message before getting distracted. Most people's attention span will accommodate only messages that are short and relatively simple and do not put heavy demands on their ability to concentrate.

2) Watching television can shorten people's attention spans if they engage in channel surfing -- frequently changing channels to find something different to watch. The short length of commercials also has accustomed people to hearing short messages. People also have the tendency to fake attention, so that a speaker does not realize that audience members are not actively listening to the message. This is a habit that many people learn as young schoolchildren, making it easier for their minds to wander during a message because it looks as though they're paying attention.

3) Bias

When a listener does not like something about a speaker -- such as the speaker's voice, clothes, political stance, race or gender -- this bias may create a barrier to listening to that speaker's message. To overcome this, people should pay attention to the message and ignore the characteristics of the speaker.

4) Jumping to Conclusions

Sometimes, based on past experience, people assume that they know what someone is going to say, and this conclusion causes them to tune out from a message. This often happens when people talk about politics, because listeners assume that when someone belongs to a political party, he will always stick to the party line. Listeners then may jump to conclusions about what a speaker will say, and these assumptions are not necessarily the case.

5) Noise

Noise is a barrier that prevents people from listening to messages. External noise includes anything that makes it difficult to hear and pay attention to a speaker, such as sirens blaring outside of a window, other people talking and dogs barking. Listeners may also get distracted by internal noise, which is anything they may be thinking about that prevents them from listening. Relationship problems, a death in the family or worrying about money may create an inner dialogue that makes it impossible to concentrate on what someone else is saying.

Listening takes time or, more accurately, you have to take time to listen.

Other barriers to listening include:

- 1) worry, fear, anger, grief and depression
- 2) individual bias and prejudice
- 3) semantics and language differences
- 4) noise and verbal “clutter”
- 5) preoccupation, boredom and shrinking attention spans

B. The Relevant Research of the Study

The research can be accepted and be continued because it is relevant with several researches that have been conducted before. However, the research has the same object but it has different problem. It can be seen from the several previous thesis bellows:

- 1) Zarpialis (2007): the title is “The efforts done by the students in increasing listening ability at the second year of English education department of UIN SUSKA Pekanbaru”. This research used random sampling that only took 90 persons of 182 students. It means that this research took 50% of the students. The writer of this research used questioner technique and interview technique. Based on the research, the student’s effort in increasing their listening ability was less. It means they had some efforts but not as good as they could do it variously. The result of data presentation showed that only 52.76% of the respondents do the efforts in increasing their listening ability.
- 2) Syarifah Khairani (2006): the title is “The student’s barriers in attending English speaking program of Islamic junior high school at Munawwarah boarding school pekanbaru”. This research used random sampling that only took 18 persons of 186 students. It means that this research took 10% of the students. The writer of this research used an observation and interview technique. Based on the research, the students’ barriers in attending speaking program was low. From the research finding, the result of data presentation showed that only 70% of the respondent.

- 3) From the explanation above, we can conclude that this research is relevant with the research before.

C. Operational Concept

The theoretical concepts stated above were still in general and in abstract form. Therefore, they were required to be operationally described by a particular word that was easy to measure empirically. The operational concept of this study can be seen in the following indicators:

The students' barriers in attending listening program are stated as the following:

- 1) The students were not able to operate the media in the language lab because due to the media didn't work well or satisfactory
- 2) The students were not able to catch the meaning of the material.
- 3) The students were not in a good condition when attending listening program
- 4) The students felt uncomfortable while they were followed listening class
- 5) The students can't focus when the teacher gave listening material.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research was descriptive research, which was intended to find out factors effecting the students barrier in attending english listening class at the Second year of SMAN 3 Pekanbaru Riau.

This research was descriptive research with one variable. In order to get data the writer took 2 research instruments that were questionnaire (as a primary) and interview (as a secondary data).

B. The Location and the Time of the Study

The location of this research was at the second year student of SMAN 03 Pekanbaru and the time of this research was from November to June in academic year 2009/2010.

C. The Subject and the Object of the Research

It was necessary to know the subject and the object of the research. That's why we need to know the subject and the object of this research. The subject of this research was the second year students of SMAN 3 Pekanbaru. And the object of this research was the factors influencing students' barriers in attending listening program

D. The Population and Sample of The study

1. Probability sample

As we know that in research, a study needs sample of study in order to know the result of the study. According to Cohen and Holliday (1979; 1982, 1996); schofied (1996), there were two main methods of sampling that the researcher must decided. The two main methods were probability sample and non probability sample.

One of the probability sample was simple random. In simple random, every member of the wider population has an equal chance of being included in the sample; inclusion or exclusion from the sample is a matter of chance and nothing else. Probability sample have a less bias than non-probability sample. There are several types of probability samples: simple random sampling, systematic sample, stratified samples, cluster sample, stage sample and multi-phase sample.

The difference between probability sample and non probability sample were; in a probability sample the chances of members of the wider population being selected for the sample are known, whereas in a non probability sample the chances of members of the wider population being selected for the sample were unknown. Also in probability sample the wider population is needed whereas in non-probability it didn't require wider population but it just needs a particular group.

TABLE III.1
POPULATION AND SAMPLE OF THE RESEARCH

NO	CLASS	POPULATION	SAMPLE 20%
1	XI IPA 1	40	8
2	XI IPA 2	40	8
3	XI IPA 3	39	8
4	XI IPS 1	40	8
5	XI IPS 2	39	8
6	XI IPS 3	40	8
7	XI BAHASA	40	8
	TOTAL	278	56

Based on the table above the population of this research was 278 students' of the second year students of SMA 3 Pekanbaru in the academic year 2009/2010; in seven classes. Each of them consisted of three classes of Natural Science, three classes of Social Science and one class of language science. In this research the writer uses random sampling technique because the writer wanted to represent by equal proposal to take the sample of the research. The writer took 20% (56 students) of the number of population based on the requirement of using this technique. Suharsimi Arikunto (2002:112) states that if the population is more than 100, the population can be taken between 10-15%, and 20-25% of them.

In this research, the writer used the quantitative data. For quantitative data, a precise sample number can be calculated according to the level of accuracy and

the level of probability that the writer require in her research. Furthermore, the writer used questionnaire to get the result of the data. The writer took 20% (56 students) of 278 students as a sample for the research by using proportional random sampling technique.

2. Non probability sample

One of non-probability sample was purposive sample. This sample deliberately avoids representing the wider population; it seeks only to represent a particular group, a particular named section of the wider population, such as a class of students, a group of students who are taking a particular examination, a group of teachers.

Because this sample represents a particular group and avoids representing the wider population, the writer used interview as a qualitative data in order to get the result of the data of the research.

E. The Technique of the Data Collection

In order to get the data needed to support this research, the writer used the techniques as follows:

1. Questioners

To obtain the information of factors that effecting the students barriers in attending listening program, the writer used questionnaire. There were 20 questions (multiple choice) which was had to be answered by the students. The main question was based on the operational concept, was that the barriers of the students and the motivation of the students.

This questionnaire dealt with the respondents opinions in responding to the following options:

- a. Always
- b. Often
- c. Sometimes
- d. Seldom
- e. Never

2. Interview

Interview was used to attain further information and to complete data needed. The writer interviewed the respondents dealing with the factors on the students' barriers in attending English listening program. In this case, the writer randomly assigned 3 students of the second year of SMAN 3 Pekanbaru.

The question was based on the following interview protocol:

- 1) Were you interested in attending listening program?
- 2) Did you get motivation from your friends?
- 3) Was the media in listening class work properly?
- 4) Did you present on time when listening program begin?
- 5) Did you ask your teacher when you do not understand about the listening material which is given by your teacher?
- 6) Did you feel comforted in the listening class?
- 7) What did you think about the room of the listening class?
- 8) How about the teacher, was the teacher gave interesting listening material?
- 9) Did you think the media in your listening class were complete?

F. The Technique of Data Analysis

In order to know the percentage of factors that effecting the students barriers in attending listening program, the writer used the following formula:

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

Where:

P = Percentage

F = Frequency

N = Number of Cases (Sudijono, 1997:40)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

1. The Technique of Data Collection

This study was descriptive study with one variable. The topic of this study was the students' barriers in attending English listening program. To collect data needed in this study, the writer took the data that involved the information and explanation, gained from the field. Those data were acquired by using questioners an interview

The sample of this study was 56 of the students or 20% of the total population. Based on the formulation of the problems that had been already presented in chapter one, there was one problem in this research. Namely: 1. what factors that caused the students barriers in attending listening class or language lab?

A. The Students Barriers in Attending Listening Program

In this case, the writer will utilize questionnaires, the writer wrote questions which are given to the respondents to be answered. The total numbers of the questionnaires were 20 questions (multiple choices) and the total numbers of the students were 56 students as a sample. The questionnaires had been to the students who had been determined to be the respondent.

After the questionnaires were separated around to the students and they completed in answering the number of questions which had been done, the writer

will collected the questionnaires and gathered in the tables. After that, the writer calculated the result based on the comparing of frequency and percentage. In this study, the writer gave value of each questionnaire, a set of questionnaire was using the scale, and the scale had five points of continuum, namely: always, often, sometimes, seldom, and never.

The data below presented the result of questionnaires concerning with the students' barriers in attending listening program at SMAN 3 Pekanbaru.

TABLE IV .2

**STUDENTS PAY ATTENTION TO THE LESSON DURING TEACHING
AND LEARNING PROCESS**

Option	Alternative	F	P
A	always	19	33.9
B	often	6	10.7
C	sometimes	28	50
D	seldom	2	3.6
E	never	1	1.8
	total	56	100%

The table III above shows the varieties answers among the respondents. 33.9% of the respondents stated always, 10.7% of the respondents stated often, 50% of the respondents stated sometimes, 3.6% of the respondents stated seldom, and 1.8% of the respondents stated never. In this case, it can be concluded that the students sometimes pay attention. 28 students (50%) sometimes pay attention to the lesson during teaching and learning process.

TABLE IV .3
**DID YOU THINK THE ROOM OF LISTENING CLASS CLEANED BY
 THE STUDENTS**

Option	Alternative	F	P
A	always	14	25%
B	often	5	8.9%
C	sometimes	23	41.1%
D	seldom	8	14.3%
E	never	6	10.7%
	total	56	100%

The table above shows the varieties answers among the respondents. 25% of the respondents stated always, 8.9% of the respondents stated often, 41.1% of the respondents stated sometimes, 14.3% of the respondents stated seldom, and 10.7 of the respondents stated never. In this case, it can be concluded that the students sometimes cleaned the room. 23 students (41.1%) sometimes cleaned the listening class.

TABLE IV.4
THE MEDIA IN LISTENING CLASS SUCH AS HEAD SET, TELEVISION
ARE NOT WORKING PROPERLY

Option	Alternative	F	P
A	always	7	12.5%
B	often	17	30.3%
C	sometimes	28	50%
D	seldom	2	3.6%
E	never	2	3.6%
	total	56	100%

The table above shows the varieties answers among the respondents. 12.5% of the respondents stated always, 30.3% of the respondents stated often, 50% of the respondents stated sometimes, 3.6% of the respondents stated seldom, and 3.6% of the respondents stated never. In this case, it can be concluded that the media in listening class sometimes work properly. 28 students (50%) sometimes the media in listening class work properly.

TABLE IV.5
DID YOU THINK THE MEDIA IN YOUR LISTENING CLASS WERE
COMPLETE AS USUAL

Option	Alternative	F	P
A	Always	15	26.8%
B	Often	12	21.4%
C	Sometimes	26	46.4%
D	Seldom	2	3.6%
E	Never	1	1.8%
	Total	56	100%

The table above shows the varieties answers of the respondents. 26.8% of the respondents stated always, 21.4% of the respondents stated often. 46.4% of the respondents stated sometimes. 3.6% of the respondents stated seldom, and 1.8% of the respondents stated never. In this case, it can be concluded that the students sometimes think their media were completed. 26 students (46.4%) sometimes think their media were completed as usual.

TABLE IV.6
THE STUDENT ABLE TO CATCH THE IDEA OF TEACHER
EXPLANATION IN LISTENING CLASS

Option	Alternative	F	P
A	Always	12	19.6%
B	Often	10	17.9%
C	Sometimes	22	39.3
D	seldom	11	19.6%
E	never	1	1.8%
	total	56	100%

The table above shows the varieties answers of the respondents. 19.6% of the respondents stated always. 17.9% of the respondents stated often. 39.3% of the respondents stated sometimes. 19.6% of the respondents stated seldom. 1.8% of the respondents stated never. . In this case, it can be concluded that the students sometimes able to catch the idea of the teacher explanation in listening class. 22 students (39.3%) sometimes are able to catch the idea of the teacher explanation.

TABLE IV.7
WHEN THE TEACHER GIVES A DRILLS AND STRUCTURAL PRACTICE, THE STUDENT FOLLOW THEM ENTHUSIASTICALLY

Option	Alternative	F	P
A	always	5	8.9%
B	often	9	16.1%
C	sometimes	26	46.4%
D	seldom	13	23.2%
E	never	3	5.4%
	total	56	100%

The table above shows the varieties answers of the respondents. 8.9% of the respondents stated always. 16.1% of the respondents stated often. 46.4% of the respondents stated sometimes. 23.2% of the respondents stated seldom, and 5.4% of the respondents stated never. In this case, it can be concluded that the students sometimes enthusiastically when the teacher give a drills. 26 students (46.4%) are sometimes following the teacher enthusiastically.

TABLE IV.8

**WHEN THE TEACHER GIVE A TASK, I DO BY MY SELF WITHOUT
CHEATING**

Option	Alternative	F	P
A	always	13	23.2%
B	often	8	14.2%
C	sometimes	24	42.9%
D	seldom	10	17.9%
E	never	1	1.8%
	total	56	100%

The table above shows the varieties answers of the respondents. 23.2% of the respondents stated always. 14.2% of the respondents stated often. 42.9% of the respondents stated sometimes. 17.9% of the respondents stated seldom, and 1.8% of the respondents stated never. In this case, it can be concluded that the students sometimes do a task without cheating. 24 students (42.9%) are sometimes do their task without cheating.

TABLE IV.9

WHEN IT IS TIME FOR LISTENING CLASS, I AM PRESENT ON TIME

Option	Alternative	F	P
A	always	22	39.3%
B	often	9	16.1
C	sometimes	19	33.9%
D	seldom	3	5.4%
E	never	3	5.4%
	total	56	100%

The table above shows the varieties answers of the respondents. 39.3% of the respondents stated always. 16.1% of the respondents stated often. 33.9% of the respondents stated sometimes. 5.4% of the respondents stated seldom, and 5.4% of the respondents stated never. In this case, it can be concluded that the students always present on time for listening class. 22 students (39.3%) are always present on time for listening class.

TABLE IV.10
I FEEL THAT LEARNING ENGLISH IS VERY USEFUL FOR MY
FEATURE

Option	Alternative	F	P
A	always	32	57.1%
B	often	3	5.4%
C	sometimes	17	30.4
D	seldom	4	7.1%
E	never	-	-
	total	56	100%

The table above shows the varieties answers of the students. 57.1% of the respondents stated always. 5.4% of the respondents stated often. 30.4% of the respondents stated sometimes. 7.1% of the respondents stated seldom, and 0% of the respondents stated never. In this case, it can be concluded that the students always feel listening is very useful for their future. 32 students (57.1%) are always feeling that listening is very useful for their future.

TABLE IV.11

**WHEN IT IS TIME FOR LISTENING CLASS, THE STUDENTS ATTEND
THE CLASS ENTHUSIASTICALLY**

Option	Alternative	F	P
A	always	13	23.2%
B	often	5	8.9%
C	sometimes	24	42.9
D	seldom	12	21.4%
E	never	2	3.6%
	total	56	100%

The table above shows the varieties answers of the respondents. 23.2% of the respondents stated always. 8.9% of the respondents stated often. 42.9% of the respondents stated sometimes. 21.4% of the respondents stated seldom, and 3.6% of the respondents stated never. In this case, it can be concluded that the students sometimes attend the listening class enthusiastically. 24 students (42.9%) are sometimes attending the listening class enthusiastically.

TABLE IV.12

**DURING THE LESSON, THE STUDENT CONCENTRATE WHEN THE
TEACHER GIVE AN EXPLANATION**

Option	Alternative	F	P
A	always	11	19.6%
B	often	10	17.9%
C	sometimes	28	50
D	seldom	7	12.5%
E	never	-	-
	total	56	100%

The table above shows the varieties answers of the respondents. 19.6% of the respondents stated always. 17.9% of the respondents stated often. 50% of the respondents stated sometimes. 12.5% of the respondents stated seldom, and 0% of the respondents stated never. In this case, it can be concluded that the students sometimes concentrate when the teacher give explanation. 28 students (50%) are sometimes concentrate when the teacher give explanation.

TABLE IV.13
THE STUDENTS ASK THE TEACHER WHENEVER THEY DO NOT
UNDERSTAND THE LESSON

Option	Alternative	F	P
A	Always	8	14.2%
B	Often	7	12.5%
C	Sometimes	19	34%
D	Seldom	13	23.2%
E	Never	9	16.1%
	Total	56	100%

The table above shows the varieties answers of the respondents. 14.2% of the respondents stated always. 12.5% of the respondents stated often. 34% of the respondents stated sometimes. 23.2% of the respondents stated seldom, and 16.1% of the respondents stated never. In this case, it can be concluded that the students sometimes ask the teacher when they do not understand about the lesson. 19 students (34%) are sometimes asked the teacher when they do not understand about the lesson.

TABLE IV.14**WHEN THE TEACHER GIVE A TASK, I ABLE TO FINISH THE TASK**

Option	Alternative	F	P
A	always	9	16.1%
B	often	6	10.7%
C	sometimes	29	51.8
D	seldom	11	19.6%
E	never	1	1.8%
	total	56	100%

The table above shows the varieties answers of the respondents. 16.1% of the respondents stated always. 10.7% of the respondents stated often. 51.8% of the respondents stated sometimes. 19.6% of the respondents stated seldom, and 1.8% of the respondents stated never. The conclusion is the majority of the students are able to finish the task.

TABLE IV.15**WHEN LISTENING CLASS BEGIN, I FOLLOW THE CLASS UNTIL
FINISH**

Option	Alternative	F	P
A	always	24	42.9%
B	often	5	8.9%
C	sometimes	19	33.9%
D	seldom	7	12.5%
E	never	1	1.8%
	total	56	100%

The table above shows the varieties answers of the respondents. 42.9% of the respondents stated always. 8.9% of the respondents stated often. 33.9% of the respondents stated sometimes. 12.5% of the respondents stated seldom, and 1.8% of the respondents stated never. The conclusion is the majority of the students always follow the class until finish

TABLE IV.16
MY TEACHER GIVES MOTIVATION AND SUPPORT IN ORDER TO
LEARNING ENGLISH

Option	Alternative	F	P
A	always	23	41.07%
B	often	8	14.2%
C	sometimes	20	35.7%
D	seldom	4	7.1%
E	never	1	1.8%
	total	56	100%

The table above shows the varieties answers of the respondents. 41.07% of the respondents stated always. 14.2% of the respondents stated often. 35.7% of the respondents stated sometimes. 7.1% of the respondents stated seldom, and 1.8% of the respondents stated never. The conclusion is the majority of the students always get motivation and support in order to learning English

TABLE IV.17

**I AM EXCITED WHEN THE TEACHER GIVE AN EXPLANATION
ABOUT LISTENING MATERIAL**

Option	Alternative	F	P
A	always	7	12.5%
B	often	11	19.6%
C	sometimes	28	50%
D	seldom	9	16.1%
E	never	1	1.8%
	total	56	100%

The table above shows the varieties answers of the respondents. 12.5% of the respondents stated always. 19.6% of the respondents stated often. 50% of the respondents stated sometimes. 16.1% of the respondents stated seldom, and 1.8% of the respondents stated never. The conclusion is the majority of the students sometimes excited when the teacher gives an explanation about listening material.

TABLE IV.18

**I ABLE TO ANSWER WHEN THE TEACHER GIVES A QUESTION OR
QUIZ**

Option	Alternative	F	P
A	always	6	10.7%
B	often	7	12.5%
C	sometimes	28	50%
D	seldom	14	25%
E	never	1	1.8%
	total	56	100%

The table above shows the varieties answers of the respondents. 10.7% of the respondents stated always. 12.5% of the respondents stated often. 50% of the respondents stated sometimes. 14% of the respondents stated seldom, and 1.8% of the respondents stated never. The conclusion is the majority of the students sometimes are able to answer when the teacher gives a question or quiz.

TABLE 1V.19

I FEEL COMFORT WHEN I ATTEND LISTENING CLASS

Option	Alternative	F	P
A	always	11	19.6%
B	often	11	19.6%
C	sometimes	25	44.6%
D	seldom	8	14.2%
E	never	1	1.8%
	total	56	100%

The table above shows the varieties answers of the respondents. 19.6% of the respondents stated always. 19.6% of the respondents stated often. 44.6% of the respondents stated sometimes. 14.2% of the respondents stated seldom, and 1.8% of the respondents stated never. The conclusion is the majority of the students sometime feel comfort when attending listening class.

TABLE IV.20
MY FRIENDS GIVE MOTIVATION AND SUPPORT IN ORDER
TO ATTEND LISTENING CLASS

Option	Alternative	F	P
A	always	3	5.4%
B	often	11	19.6%
C	sometimes	13	23.2%
D	seldom	7	12.5%
E	never	22	39.3%
	total	56	100%

The table above shows the varieties answers of the respondents. 5.4% of the respondents stated always. 19.6% of the respondents stated often. 23.2% of the respondents stated sometimes. 12.5% of the respondents stated seldom, and 39.3% of the respondents stated never. The conclusion is the majority of the respondents never get motivation and support from their friend in order to attend listening class.

TABLE IV.21

**I FEEL INTERESTED WHEN THE TEACHER GIVES AN
EXPLANATION ABOUT LISTENING**

Option	Alternative	F	P
A	always	11	19.6%
B	often	5	21.4%
C	sometimes	27	48.2%
D	seldom	12	21.4%
E	never	1	1.8%
	total	56	100%

The table above shows the varieties answers of the respondents. 19.6% of the respondents stated always. 21.4% of the respondents stated often. 48.2% of the respondents stated sometimes. 21.4% of the respondents stated seldom, and 1.8% of the respondents stated never. The conclusion is the majority of the students are sometimes interested when the teacher gives an explanation about listening.

2. The students' Barriers in Attending Listening Program

A. interview

Interview is one of the ways that the writer gets the data from the respondents. In this interview, the writer gave five questions to the students. The total numbers for the interview section are three students as a sample. Each student answered five questions from the writer.

There are five questions that will be guidance for the writer to find out the factor that caused the students barriers in attending listening class. The interview protocols for interview section are stated as the following questions:

1. Are you interested in attending listening program?
2. Do you get motivation from your friends?
3. Is the media in listening class work properly?
4. Do you present on time when listening program begin?
5. Do you ask your teacher when you do not understand about the listening material which is given by your teacher?
6. Do you feel comfort in the listening class?
7. What do you think about the room of the listening class?
8. How do you feel when it is time for listening class
9. How about the teacher, is the teacher gives interesting listening material?
10. Do you think the media in your listening class are complete?

4.2. Data analysis

A. factors that caused the students barriers in attending listening program

TABLE IV.22

THE RECAPITULATION OF THE FACTORS THAT EFFECTING THE STUDENTS BARRIERS IN ATTENDING LISTENING PROGRAM

N O	A		B		C		D		E	
	F	P	F	P	F	P	F	P	F	P
1	19	33.9%	6	10.7%	28	50%	2	3.6%	1	1.8%
2	14	25%	5	8.9%	23	41.1%	8	14.3%	6	10.7%
3	7	12.5%	17	30.3%	28	50%	2	3.6%	2	3.6%
4	15	26.8%	12	21.4%	26	46.4%	11	19.6%	1	1.8%
5	12	19.6%	10	17.9%	22	39.3%	11	19.6%	1	1.8%
6	5	8.9%	9	16.1%	26	26.4%	13	23.2%	3	5.4%
7	13	23.2%	8	14.2%	24	42.9%	10	17.9%	1	1.8%
8	22	39.3%	9	16.1%	19	33.9%	3	5.4%	3	5.4%
9	32	57.1%	3	5.4%	17	30.4%	4	7.1%	0	0
10	13	23.2%	5	8.9%	24	42.9%	12	21.4%	2	3.6%
11	11	19.6%	10	17.9%	28	50%	7	12.5%	0	0
12	8	14.2%	7	12.5%	19	34%	13	23.2%	1	16.1%
13	9	16.1%	6	10.7%	29	51.8%	11	19.6%	1	1.8%
14	24	42.9%	5	8.9%	19	33.9%	7	12.5%	1	1.8%
15	23	41.07%	8	14.2%	20	35.7%	4	7.1%	1	1.8%
16	7	12.5%	11	19.6%	28	50%	9	16.1%	1	1.8%
17	6	10.7%	7	12.5%	28	50%	14	25%	1	1.8%
18	11	19.6%	11	19.6%	25	44.6%	8	14.2%	1	1.8%
19	3	5.4%	11	19.6%	13	23.25	7	12.5%	22	39.3%
20	11	19.6%	5	8.9%	27	48.2%	12	21.45	1	1.8%

From the table above we can see some factors which effect the students barriers in attending listening program. The study separated the factors into two main factors which explained as follows:

1. External factor

These factors consist of social environment such as family, teachers, administration staff, society, friends and non-social environment such as house, school, equipment and atmosphere. There are four external items than can be concluded from the questionnaires. The four external items that were the most frequently chosen by the students. One of the higher percentage (39.3) is the students are not get motivation and support from their friend. They are not support to each other in order to attending listening program.

2. Internal factor

These factors come from the students them selves, which consist of Physical aspects (the organ of the body) and psychological aspects such as intelligence, attitude, ability, interest, aptitude and motivation. Based on the questionnaires, the most percentage of the result (5.4%) is “the students not punctual to attend listening program”.

2. The students' Barriers in Attending Listening Program

Based on the result of the interview that the writer had been taken from the students, the students do not get motivation and support from their social environment in order to attend listening program. It can be seen from student 1 “*hmp...some of them, but not all of friends*”. Probably that is because they do not think listening is not important in order to increase their listening ability and for their future, it can be seen for student 3 “*no....no...it does not require at the work place*”. Although the students think that English is important for their future, but if they can not improve or increase their skills especially listening, later on it will make the difficulties for the students in learning English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

A barrier is defined as something that prevents some one to do activities. It means that a person can not do activities because it is prevented by something. The barriers can come from the person self and it can come from others. Based on the result of the data analysis in chapter IV, the conclusion can be drawn as the following: the first was the students felt uncomfortable when they are in listening class, it can be seen from the interview recorded. Some of the students said they were not felt comforted when they were in the listening class because the class not cleaned. The second was the students felt the media in listening class were not working properly, some of the students felt the head set was not working well or satisfactory and it makes the students get difficulties in understanding the listening material which was given by the teacher. The third was the students were not motivated when they have listening class, it can be seen from the questionnaire and the interview result. The students felt not motivated and also they didn't feel interested when it was the time for listening class. The fourth was when it is time for listening class, the students were not entering the class punctual, it because of some of the students felt hungry or didn't consume their food during the rest time. The fifth was the students felt the media in listening class were not complete, it can be seen from the interview record. The still had lack of media such as video and computer. The sixth was the students were not focused when they have listening class, it because of the

media were not working well or satisfactory so that the students got difficulties in order to understand the listening material which was given by the teacher.

B. Suggestion

After finishing this research, the writer gets much information related to the teaching and learning process especially for listening skill. The writer hopes that this research can be a value for the students in order to attend listening program in their school. Based on the result of the data which had been taken from the students, the writer has some suggestion as follows:

1. The teachers were suggested to give interesting material in order to improve the students listening skill and also to make the students interested in listening.
2. The school was suggested to be more often to do maintenance the media in listening class in order to make the students interested in attending listening class
3. The teachers were suggested to control the students to clean the room in order to make the students feel comfortable when they were in the listening class.
4. The school was suggested to complete the media in listening class in order to improve the students listening skill.
5. The teachers were suggested to make a punishment for those who do not present punctual when listening program begin.
6. The teachers were suggested to motivate the students in attending listening class and also gave an explanation to the teacher that

listening skill was needed when they had to pass the final examination or in Indonesia we known as UAN.

The students are suggested to be more active during listening program such as asked the teacher when you do not understand about the listening material which is given from your teacher

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QUESTIONNAIRES

This questionnaire only use for the research, it does not influence whatever your status as a student and does not influence also to your score.

1. Please fulfill this questionnaire truly because your identity will be saved
2. Give (X) for the alternative answer that you choose
3. Choose one of the alternative answers based on your appropriate answer
4. Thank you for your cooperation to fulfill and give back this questionnaire

A. Question:

1. I pay attentions to the lesson during teaching and learning process. (Saya memperhatikan pelajaran selama proses belajar mengajar)
A. always B. sometimes C. often D. seldom E. never
2. My family gives motivation and support in learning English. (Keluarga saya memberikan motivasi dan mendukung dalam mempelajari bahasa inggris)
A. always B. sometimes C. often D. seldom E. never
3. The media in listening class such as head set, television are working well. (Alat-alat di dalam kelas listening seperti head set, tv tidak bekerja dengan baik / rusak)
A. always B. sometimes C. often D. seldom E. never
4. When the teacher gives a task, I am in a good condition. (Saat guru memberikan tugas, saya dalam keadaan sehat)
A. always B. sometimes C. often D. seldom E. never
5. I able to catch the idea of teacher explanation in listening class. (Saya bisa mengerti apa maksud dari penjelasan yang diberikan oleh guru)
A. always B. sometimes C. often D. seldom E. never
6. When the teacher gives a drills and structural practice, I follow them enthusiastically. (Saat guru memberikan latihan dan latihan structure, saya mengikutinya dengan antusias)
A. always B. sometimes C. often D. seldom E. never
7. When the teacher gives a task, I do by my self without cheating (Saat guru memberikan latihan, saya melakukannya sendiri tanpa mencontek)

- A. always B. sometimes C. often D. seldom E. never
8. When it is time for listening class, I am present on time. (Saat waktunya kelas listening, saya hadir tepat waktu)
- A. always B. sometimes C. often D. seldom E. never
9. I feel that learning English is very useful for my feature. (Saya rasa belajar bahasa inggris sangat berguna untuk masa depan)
- A. always B. sometimes C. often D. seldom E. never
10. When it is time for listening class, I attend the class enthusiastically. (Jika saatnya kelas listening tiba, saya mengikuti dengan antusias)
- A. always B. sometimes C. often D. seldom E. never
11. During the lesson I concentrate when the teacher give an explanation. (Selama belajar saya konsentrasi saat guru memberikan penjelasan)
- A. always B. sometimes C. often D. seldom E. never
12. I ask to the teacher whenever I do not understand the lesson. (Saya bertanya kepada guru kapanpun saya tidak mengerti pelajarannya)
- A. always B. sometimes C. often D. seldom E. never
13. When the teacher give a task, I able to finish the task. (Saat guru memberikan latihan, saya dapat menyelesaikan latihan)
- A. always B. sometimes C. often D. seldom E. never
14. When listening class begin, I follow the class until finish. (Saat kelas listening dimulai, saya mengikutinya sampai selesai)
- A. always B. sometimes C. often D. seldom E. never
15. My teacher gives motivation and support in order to learning English. (Guru saya memberikan motivasi dan dukungan untuk belajar bahasa inggris)
- A. always B. sometimes C. often D. seldom E. never
16. I am excited when the teacher gives an explanation about listening material. (Saya gembira saat guru memberikan penjelasan tentang materi listening)
- A. always B. sometimes C. often D. seldom E. never
17. I able to answer when the teacher gives a question or quiz. (Saya dapat menjawab saat guru memberikan pertanyaan atau kuis)
- A. always B. sometimes C. often D. seldom E. never

18. I feel comfort when I attend listening class. (Saya merasa nyaman saat saya menghadiri kelas listening)

- A. always B. sometimes C. often D. seldom E. never

19. My friends give motivation and support in order to attend listening class.
(Teman-teman saya memberikan motivasi dan dukungan untuk menghadiri kelas listening.

- A. always B. sometimes C. often D. seldom E. never

20. I feel interested when the teacher gives an explanation about listening. (Saya tertarik waktu guru memberikan penjelasan tentang listening)

- A. always B. sometimes C. often D. seldom E. never

Appendix

The first interview (female student)

1. Were you interested in attending listening program? (in English)

Apakah kamu tertarik dalam menghadiri program listening? (in Indonesia)

Jawab :Iya...tertarik.karena saya suka bahasa inggris.menurut saya bahasa inggris mengasikkan pelajarannya,makanya saya tertarik dengan program listening. Sangat berguna,karena rencananya saya mau masuk fakultas bahasa inggris.saya juga senang bisa berbicara dengan orang asing

2. Did you get motivation from your friends? (in English)

Apakah kamu mendapatkan motivasi dari teman-teman kamu? (in Indonesia)

Jawab :Ada beberapa,tapi gak semuanya.

3. Was the media in listening class work properly? (in English)

Apakah media dalam kelas listening bekerja dengan baik? (in Indonesia)

Jawab :Media cukup lengkap,Cuma ada beberapa media yang rusak,mungkin karena akibat ulah murid sendiri.ada beberapa headset yang tidak berfungsi.yang lainnya saya rasa berfungsi dengan baik di sekolah

4. Did you present on time when listening program begin? (in English)

Apakah kamu hadir tepat waktu saat program listening di mulai? (in Indonesia)

Jawab :Kebanyakan iya tepat pada waktunya, jarang telat masuk dalam kelas.

5. Did you ask your teacher when you do not understand about the listening material which is given by your teacher? (in English)

Apakah kamu bertanya pada guru waktu kamu tidak mengerti tentang materi listening yang di berikan oleh guru kamu? (in Indonesian)

Jawab :Iyalah,selalu bertanya.kalau gak ngerti ya bertanya ke guru bahasa inggris yang menerangkan.

6. Did you felt comforted in the listening class? (In English). apakah kamu merasa nyaman di dalam kelas listening? (in Indonesia)

Jawab : iya buk, di dalam ruangan itu ber AC jadinya tidak panas.kalau di dalam kelas listening tu. Beda kalau di dalam kelas kita yang biasanya.

7. What did you think about the room of the listening class? (In English) bagaimana menurutmu tentang ruangan kelas listening? (in Indonesia)

Jawab : kelasnya bagus buk...hmmm...luas juga. Agak lebih besar dari kelas kami

8. How did you feel when it is time for listening class? (In English). bagaimana perasaanmu saat waktunya untuk kelas listening?(in Indonesia)

Jawab : gak ada nerasain apa-apa buk.biasa aja. Tapi kadang jam nya itu pas pulak siang hari kami dapatnya, jadi kadang agak ngantuk buk.

9. How about the teacher, was the teacher gave interesting listening material?

Bagaimana dengan guru, apakah guru memberikan materi listening yang menarik?. (In Indonesia)

Jawab: ibuk itu sering mutar lagu barat gitu buk...nanti kita dikasi kertas terus kita isi lirik lagu yang di kosong kan buk..ya cukup menarik juga tapi kadang juga membosankan.

10. Did you think the media in your listening class were complete? (In English). Apakah menurutmu media di kelas listening sudah lengkap?. (In Indonesia)

Jawab : udah buk...headset udah ada, dvd juga ada, udah lengkap kok buk.

The second interview (female student)

1. Are you interested in attending listening program? (in English)

Apakah kamu tertarik dalam menghadiri program listening? (In Indonesia)

Jawab :Ya sampai sejauh ini saya tertarik kak, menurut saya menyenangkan.jadi tu saya kan suka dengar-dengar lagu barat terus saya juga suka nonton film barat.listening itu ya saya tertarik. Ya jelas kak,sekarang udah tahun 2010.jadi tu nanti orang-orang bule datang ke Indonesia,jadi kalau kita tidak bisa bahasa inggris,kita akan tergilas.jadi program listening ibi sangat membantu.apa lagi untuk masa depan,otomatis kita sudah terbiasa, mendengarkan percakapan,ya jadi kita nanti ngomong englisnya nanti sudah bagus kak.

2. Do you get motivation from your friends? (in English)

Apakah kamu mendapatkan motivasi dari teman-teman kamu? (in Indonesia)

Jawab :Ya lumayan, dari teman-teman ada. Jadi tu kata teman-teman saya itu rada-rada lumayan bahasa inggrisnya kak,walaupun, masih pakai logat jawa, kayak java English gitu kak..tapi ya teman2 suka ngasi support biar saya bahasa inggrisnya jadi lebih baik.

3. Is the media in listening class work properly?

Apakah media dalam kelas listening bekerja dengan baik? (in Indonesia)

Jawab :Medianya ya lumayan baik.di sekolah tu ada head set walaupun ada beberapa yang rusak juga tapi ya ada beberapa yang bisa di gunakan. Kemudian ada labor juga di sekolah,jadi lab-labnya itu cukup memfasilitasi siswa untuk blajar listening.jadi nanti kita di Dengarkan musik-musik gitu.pernah saya di lab itu di Dengarkan lagu-lagu barat terus kita di suruh mencatat lagunya itu tadi seperti apa

4. Do you present on time when listening program begin? (in English)

Apakah kamu hadir tepat waktu saat program listening di mulai? (in Indonesia)

Jawab :Oalah iya...karena saya suka.saya sangat tertarik.jadi saya kalau masuk tu ya duluan.ya kalau sudah belajar bahasa inggris apa lagi listening saya langsung datang.langsung nanti saya duduk paling depan biar kedengaran.kalau di belakang suka gak kedengaran guru bilang apa.walaupun kadang kita pakai headset tapi lebih enak di depan kak dari pada dibelakang teman-teman ku senangnya bercanda

5. Do you ask your teacher when you do not understand about the listening material which is given by your teacher? (in English)

Apakah kamu bertanya pada guru waktu kamu tidak mengerti tentang materi listening yang di berikan oleh guru kamu? (in Indonesian)

Jawab :Selama ini sih saya kalau nanya tu agak kurang berani.rada-rada takut kak,rada-rada malu.jadi tu kadang saya nanya tu kadang malu,takut juga.jadi saya simpan dalam hati tapi saya sebenarnya ada yang tidak ngerti.Cuma yak arena dua hal itu tadi jadi ya saya simpan di dalam hati saja.

6. Did you feel comforted in the listening class? (In English) apakah kamu merasa nyaman di dalam kelas listening? (in Indonesia)

Jawab : nyaman...karena ruangannya ber AC buk..pas kali kalau hari panas, jadinya enggak terasa panas sama sekali

7. What did you think about the room of the listening class? (In English) bagaimana menurutmu tentang ruangan kelas listening? (in Indonesia)

Jawab : ruangannya luas..lebih luas dari kelas kami buk. Ber AC pulak..jadi enggak desak-desakan di dalam kelas listening tu.

8. How did you feel when it is time for listening class?. (In English) bagaimana perasaanmu saat waktunya untuk kelas listening?(in Indonesia).

Jawab : gimana ya buk..di bilang senang enggak juga..biasa aja buk..

9. How about the teacher, was the teacher gave interesting listening material? Bagaimana dengan guru, apakah guru memberikan materi listening yang menarik?. (In Indonesia)

Jawab : menarik kok buk..kadang ibuk itu juga ngasi kita puisi, kadang mutar video juga..jadi enggak bosan pas didal kelas listening tu.

10. Did you think the media in your listening class were complete? (In English) Apakah menurutmu media di kelas listening sudah lengkap?. (In Indonesia)

Jawab : lengkap buk...

The third interview (male student)

1. Are you interested in attending listening program?

Apakah kamu tertarik dalam menghadiri program listening? (In Indonesia)

Jawab : gak..gak penting. Gak di butuh kan dalam dunia kerja

2. Do you get motivation from your friends?

Apakah kamu mendapatkan motivasi dari teman-teman kamu? (in Indonesia)

gak ada..gak ada teman di sekolah. Sendirian disekolah, saya di jauhin sama teman-teman

3. Is the media in listening class work properly?

Kurang baik..mending langsung ngomong aja.gak usah pakai media-media segala

4. Do you present on time when listening program begin?

Apakah kamu hadir tepat waktu saat program listening di mulai? (in Indonesia)

Gak,saya main-main dulu kak.

5. Do you ask your teacher when you do not understand about the listening material which is given by your teacher?

Apakah kamu bertanya pada guru waktu kamu tidak mengerti tentang materi listening yang di berikan oleh guru kamu? (in Indonesian)

Gak..didalam hati aja. Lagian gurunya belum tentu mau jawab

6. Did you feel comforted in the listening class? (In English) apakah kamu merasa nyaman di dalam kelas listening? (in Indonesia).

Jawab : nyaman sih nyam aja buk..ada AC nya juga tapi kadang ya itu, klo yang piketnya jalan,ruangan jadi bersih tapi kalu gak piket ya kotor

7. What did you think about the room of the listening class? (In English) bagaimana menurutmu tentang ruangan kelas listening? (in Indonesia)

Jawab : ruangannya kadang suka gak disapu buk, jadi kayak banyak pasir gitu..kan gak bagus juga buat computer sama alat-alat di dalam tu. Yang di tugasin piket ada buk..tapi suka bolos mereka..jadi kadang gak nyaman aja rasanya buk

8. How did you feel when it is time for listening class? (In English) bagaimana perasaanmu saat waktunya untuk kelas listening?(in Indonesia)

Jawab : biasa aja..senang juga enggak buk..

9. How about the teacher, was the teacher gave interesting listening material?

Bagaimana dengan guru, apakah guru memberikan materi listening yang menarik?. (In Indonesia)

Jawab : biasa aja buk...gak terlalu menarik..kadang dia ngasi materi kayak gitu aja terus..kan bosan juga kalau nyanyi terus buk..nonton drama kek, atau video gitu.

10. Did you think the media in your listening class were complete? (In English) Apakah menurutmu media di kelas listening sudah lengkap?. (In Indonesia)

Jawab : udah lengkap tapi ya gitu buk, kadang headsetnya gak kedengaran kali suaranya..jadi kalau guru tu sedang jelaskan pelajaran, gak dengar kali apa yang di bilang guru tu..