

**A DESCRIPTIVE STUDY ON TENTH-YEAR-STUDENTS OF SMA  
NEGERI 1 JOGONALAN IN ACADEMIC YEAR OF 2017/2018:  
INVESTIGATING COGNITIVE AND AFFECTIVE LISTENING SKILLS**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Awarding the  
Undergraduate Degree in English Education Study Program



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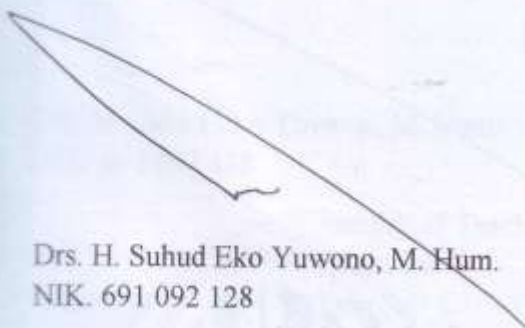
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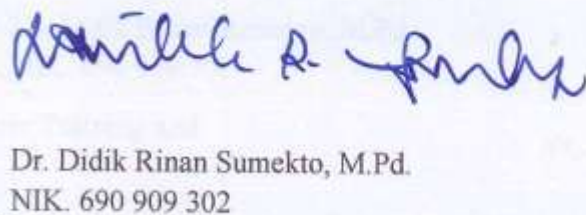
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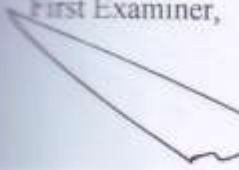
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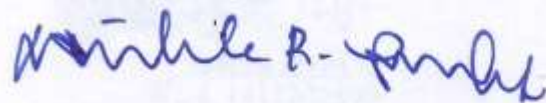
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "A DESCRIPTIVE STUDY ON TENTH-YEAR-STUDENTS OF SMA NEGERI 1 JOGONALAN IN ACADEMIC YEAR OF 2017/2018: INVESTIGATING COGNITIVE AND AFFECTIVE LISTENING SKILLS".

It is not plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 03 September 2018



Yasinta Dewi  
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## **MOTTOS**

1. Actually, after difficulty there is ease (**Qs: Al Insyirah**)
2. Always be ready when the chance comes(**The Writer**)
3. Since the life happens only, waking up at ease in the morning and working doing your best (**Kim Tae Hyung**)

## PRESENTATION

This thesis is presented to :

- ❖ Allah SWT and Prophet Muhammad SAW who always guide me and take care of me to be good person.
- ❖ My beloved Father and Mother who give me supports and affection Accompany and pray for me until getting success to finish this thesis.
- ❖ My beloved sister, thank you for loving, helping, supporting, praying, and advising me. I am getting better now.
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10. All the tenth year students of SMA N 1 Jogonalan Klaten in academic year 2017/2018, especially X IPS 1, X IPS 2, X IPS 3, IPS 4 class.

I realize that this paper is still far from being perfection, therefore the researcher expects any constructive criticism and suggestion from the reader to make this thesis become perfect.

Finally, I hopes that this thesis will be useful especially for the readers in general and also can be real contribution for the improvment of teaching English in High School in Klaten.

Klaten, 03 September 2018

Yasinta Dewi



## TABLE OF CONTENTS

<b>TITLE</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>RATIFICATION</b> .....	<b>iii</b>
<b>PRONOUNCEMENT</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>PRESENTATION</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLE</b> .....	<b>xi</b>
<b>LIST OF FIGURE</b> .....	<b>xii</b>
<b>LIST OF APPENDIX</b> .....	<b>xiii</b>
<b>ABSTRACT</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. The Background of the Study .....	1
B. The Reason for Choosing the Topic .....	4
C. The Limitation of the Study .....	5
D. The Statement of the Problem.....	5
E. The Aim of the Study.....	6
F. The Use of the Study.....	6
G. The Clarification of the Key Terms .....	7
H. The Organization of the Study .....	9

## **CHAPTER II REVIEW OF RELATED LITERATURE**

A. Theory of Listening.....	10
❖ The Meaning of Listening .....	10
❖ Recount Text .....	11
B. The Teaching of Listening .....	11
1. The Nature of Listening.....	18
2. The Comrehension Process of Listening .....	19
C. Cognitive and Affective Skills .....	20
1. Cognitive Skill .....	20
2. Affective Skill .....	20
D. The Theory of Character Education.....	21
1. The Meaning of Character Education.....	21
2. The Component of Character Education .....	23
3. The Important of Character Education .....	25

## **CHAPTER III RESEARCH METHOD**

A. The Meaning of Research Method.....	27
B. The Subject of the Study .....	28
C. The Technique of Collecting the Data .....	33
D. The Technique of Analyzing the Data .....	35
E. The Character of Education Assessment.....	36

## **CHAPTER IV THE RESULT OF THE DATA**

A. Presenting the Data .....	37
B. Frequencies Analysis .....	39

C. Descriptive Analysis .....	58
-------------------------------	----

D. Students Affective Experience in the Classroom.....	61
--------------------------------------------------------	----

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	64
--------------------	----

B. Suggestion.....	65
--------------------	----

<b>BIBLIOGRAPHY .....</b>	<b>66</b>
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**APPENDIX**

## LIST OF TABLES

4.	Table 1. Pearson ( $r$ ) Correlations.....	34
5.	Table 2. Wachidahs'(2013) Modified Character Rubrics .....	36
6.	Table 3. Master Data of Students Listening Achievement .....	38
7.	Table 4-23. Multiple Choice Instruments .....	9
8.	Table 24. Descriptive Statistics of Students Listening .....	59
9.	Table 25. One Sample Statistics of Students Listening .....	60
10.	Table 26. T-Test for One-Sample Test .....	61
11.	Figure 1 20. Multiple Choice Instruments .....	58

## **LIST OF APPENDIX**

Appendix 1 : The Result of the Try Out .....	66
Appendix 2 : Blue Print of Listening Tes .....	67
Appendix 3 : Validity and Reliability.....	68
Appendix 4 : Field Note observation and test .....	69
Appendix 5 : Lesson Plans.....	71
Appendix 6 : Students Score.....	72
Appendix 7 : Official Permission Letters from Authorities.....	73

## ABSTARCT

**YASINTA DEWI, NO. 1411202890.** English Education Study Program. Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2018. Undergraduate Thesis: *A Descriptive Study on Tenth-Year-Students of SMA NEGERI 1 JOGONALAN in Academic Year of 2017/2018: Investigating Cognitive and Affective Listening Skills.*

The problem of this study is “How are students’ listening skills give contributions to increase their cognitive and affevctive of class X students of SMA Negeri 1 Jogonalan in the 2017-2018 academic year”. This study will aim at investigating and observing students’ classroom-based cognitive and affective skills during the process of listening subject with the topic of recount texts among the tenth-year-students of SMA Negeri 1 Jogonalan in the academic year of 2017-2018.

This study used 32 students through propotional random sampling. Data collection technique used a-20 item of multiple choice and observation that were tested and observed to thirty-two respondents.

After analyzing the data, the researcher knows the results of students’ listening skills in the following: The results of students’ listening skills, the number of students answering the question correctly in the following: Main idea question, number 11 can answer correctly 29 students. The purpose of the text question, number 4 can answer correctly 32 students. Reference question, number 18 can answer correctly 27 students. Detail question, number 13 can answer correctly 32 students. The Meaning of certain, number 5 can answer correctly 31 students.

The results observation concerning the English teaching and learning process, the students several times the students denotes dishonestly. Ever showed no cares. Several times doing proper communication activities. But the students never do collaboration.

***Key words:*** *Decriptive study, Cognitive and affective domain, Listening skills, Observational-based activity.*

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

According to Arono (2014: 63) the target of teaching and learning English at senior high school is to enable the learners to achieve the functional level to communicate orally and written. To reach the target, the senior high school students have to gain sufficient English skills. According to Oduolowu and Oluwakemi (2014: 100) listening is the first language skill that children develop and it is the most dominant communication skill in the classroom and everyday life. One way by which the skills of listening can be developed is through storytelling. Studies have shown however that listening skill is not given adequate attention in primary schools especially, through the use of storytelling.

Nation and Newton (2009: 37) say that listening is the natural precursor to speaking, the early stages of language development in a person's first language (and in naturalistic acquisition of other language) are dependent on listening. Helgesen (2003: 24) states that listening is an active, purposeful process of making sense of what we hear, more often we hear, more we can understand something. Therefore, listening is one of the important skills that should be mastered because it helps students to improve other English skills. In the daily life, people listen more than they read, speak or write. The first grade students of senior high schools have to master the listening skills so that they can understand some instructions from their teacher in the English teaching and learning process and they can finally respond to them well.

The students should learn how to use the language in communication only after they have learned to master its structure in drills and other mechanical exercises. The students should be given the occasion to use their skills even before they have completely mastered them. They should focus on the purpose, not on the form or their expression. Rost (2002: 109) considers or treats the listening skill as an issue of interpretation of the utterances; what students do is to try to transform the data they have heard into meaning by combining the new data with the previous one in their minds. It means that the pronunciation of the addressee is very important. However, the level of pronunciation of the learner is another challenging issue, because if the student lacks the basic or the demanded level of pronunciation, it is going to be an exercise of just hearing, rather than listening; however, still it will contribute to the learner to some degree by exposing the learners to the target language, but this will not be the real desired behavior in terms of ESL and EFL language learning and teaching, since the aim of learning and teaching is to contribute to generate a successful communication. Albay and Yildiz (2015: 100) have stated that language learners interact as we speak the entry provided by auditory listening, interpreting and communicating. As it is seen, understanding the input requires a transformation of the information having been heard by making instant interpretations.

In the teaching-learning process of listening, the teacher needs to apply the method or techniques that can make the students consider that English is not a difficult subject, especially in Senior High School. According to Weider (2017: 140) the listening skill seems to be the most difficult among all language skills.



This difficulty stems from linguistic and non-linguistic problems for example difficulties that accompany the process of teaching and learning listening. The teacher should explore students ability and motivation. Actually, there are methods in teaching English as a foreign language to increase students ability and motivation. These methods are used to increase the students attention to the lesson. However, not all methods are helpful for the students. The method used in teaching should be adjusted with their characteristic.

According to Rusydiyah (2014: 227) character education is a long term educational project because it is appropriate to the meaning of his origin, character is the process to carve the values that are considered to be well into the hearts of students. Therefore, it will take long time to be able to change it. Character education is a growing discipline with the deliberate attempt to optimize student ethical behavior (Agboola & Tsai, 2012: 163). Meanwhile according to Maryono (2015: 268) character is the way of thinking and people behaviors for living and cooperating in their environment or society. The person who has good character is being able in making a decision and having high responsibilities.

As teaching listening is important aspect in language learning process, this is a crucial part of foreign language learning and teaching. Based on the observation at SMA Negeri 1 Jogonalan on January 17<sup>th</sup>, 2018, there were some problems found at SMA Negeri 1 Jogonalan in the context of the English teaching and learning listening, especially at grade X. There were some problems, the listening class was seldom conducted there, it was just conducted in two or three times in a month. It made the students become unfamiliar with the listening itself

and also unfamiliar with listening to the English native speaker. Therefore, the students are not interested in a lesson listening and rarely pay attention to the teacher when a lesson listening. The students then also had a problem in the spelling words, they could not write what they hear correctly.

Based on the explanation above, listening is needed and important to be learned to support the elements of English skill. It meant those skills must be thought in integrated way. Therefore, the researcher intends to study “A Descriptive Study on the Tenth-year- Students of SMA Negeri 1 Jogonalan in Academic Year of 2017/2018: Investigating Cognitive and Affective Listening Skills”.

## **B. The Reason for Choosing the Topic**

The reason why the researcher has chosen the topic relate to the following issues in listening:

1. By listening made the students become familiar with the listening itself and also familiar with listening to the English native speaker. Therefore the students interested and pay attention to the lesson listening.
2. Listening skill is important part of the curriculum in language teaching, from learning listening, students can learn spelling words, pronunciation, vocabulary, and fluency.

### **C. Limitation of the Study**

In this part of the study, it is necessary to state the limitations in this study to the Tenth-Year-Students of SMA Negeri 1 Jogonalan in the Academic Year of 2017-2018. The limitations of this study can be seen as follows:

1. This study focused on students cognitive skills that addresses to their recount text topics achievements in the listening subject.
2. This study conducted the classroom-based observations to investigate students affective skills during the process of listening teaching and learning.

### **D. The Statement of the Problem**

The statement of the problem in this study propose, "How are students listening skills given contributions to increase their cognitive and affective of class X students of SMA Negeri 1 Jogonalan in the 2017-2018 academic year".

### **E. The Aim of the Study**

This study aim at investigating and observing students classroom-based cognitive and affective skills during the process of listening subject with the topic of recount texts among the tenth-year-students of SMA Negeri 1 Jogonalan in the academic year of 2017-2018.

## **F. The Use of the Study**

The used of this study accommodate the usefulness of listening subject in terms of the following theoretical and practical use:

### 1. Theoretical Use

The result of the study could be used to enrich the knowledge of listening theory, like the elements of listening which should be known by us to listen well; from language features and social processing, for the teacher and students of SMA Negeri 1 Jogonalan.

### 2. Practical Use

For the students and the teacher of SMA Negeri 1 Jogonalan, the result of the study could improve their ability about mastery listening in Senior High School, like improve their spelling word, how to spell the word correctly, their pronunciation and it could be provision as an English teacher in the future. In the observation of the previous students is not interested with the lesson listening. Therefore the students to be more interested in English lesson, especially listening in the future.

## **G. The Clarification of the Key Term**

In order to get a clear concept of this study, the clarification of the key terms concisely determine the following key terms:

### 1. Recount Text

According to Anderson (2003: 48), recount text is a piece of text that retells past events, usually in the order in which they happened. The

purpose of a recount text is to give the audience a description of what occurred and when it occurred. Then, recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation (Knapp, 2005: 223). From those statements above, it can be concluded that a recount is a text which retells events or experiences in the past. And the purpose of a recount text is to entertain and inform the reader.

## 2. Teaching and Learning

Brown (2001: 7) proposes that teaching can not be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Learning is acquiring or getting knowledge of a subject or skill by study, experience, or instruction. Meanwhile Arono (2014: 63) states that learning listening is to prepare the students in order to be the best solver, make the better decision, and long life education. It is important for the students to be independent thinkers since there are many jobs needed skillful workers which have critical listening ability.

## 3. Listening

Richards and Schmidt (2002: 13) state that listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic units (e.g. phonemes,

words, grammatical structure) as well as the role of the listeners expectation, the situation and context, background knowledge and topic.

Furthermore, Spratt, Pulverness, and Williams (2005: 31) state that listening involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding different text types, understanding different speeds of speech and accents, and using different listening sub-skills.

#### 4. Character Education

According to Novianti (2017: 256) character education can take the role of strengthening the character of students. Hence, the continuation of character education in higher education is necessary in order to preserve and strengthen the character that has been shaped in the previous levels of education. According to Maryono (2015: 268) character is the way of thinking and people behaviors for living and cooperating in their environment or society.

#### 5. Cognitive and Affective Skills

According to Zhu (2006) in Lashari et al., (2012: 13) cognitive engagement is related to thinking process which involves seeking, interpreting, analyzing, reasoning with data and making decisions.

According to Pascarella & Terenzini (2005) in Kim et al., (2015: 527), cognitive skill is the acquisition of general intellectual or cognitive competencies and skills, which if they are not so directly tied to a

particular curriculum or course of study, are nevertheless thought to be salient outcomes of postsecondary education.

## **H. The Organization of the Study**

In order to give a description to the readers and to facilitate the thesis arrangement, the researcher presents this thesis, as follows:

Chapter I is an introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of the theory listening, the meaning of recount text, theory teaching of listening, theory character education.

Chapter III is research method. It deals with the meaning of research method, the subject of the study, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is findings and discussion. It includes the present of the data, the analysis of the data, and the discussion of the findings.

Chapter V is conclusion and suggestion. It is consists of conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 1. Conclusion

The main problem in this study relates to “How are students listening skills give contributions to increase their cognitive and affevctive of class X students of SMA Negeri 1 Jogonalan in the 2017-2018 academic year”.

The results of students’ listening skills, the number of students can more answering the question correctly in the following: Main idea question, number 11 can answer correctly 29 students. The purpose of the text question, number 4 can answer correctly 32 students. Reference question, number 18 can answer correctly 27 students. Detail question, number 13 can answer correctly 32 students. The Meaning of certain, number 5 can answer correctly 31 students.

The results observation concerning the English teaching and learning process, the students several times the students denotes dishonestly, sometimes students saw answer on the other students and sometimes ask to other students. Ever showed no cares, when the other students is distress sometimes students did not care. Several times doing proper communication activities, sometimes students asks to the other students about the answer and what the mean of the question. But the students never do collaboration, the students just ask something but students never do collaboration.



## **2. Suggestion**

The result of the research can support the English teachers to apply this strategy in teaching listening comprehension. It not just for recount text but all kind of text. The teacher can make the students feel enjoy and enthusiastic in learning process.

The students should be actively involved in learning process. They should not judge that listening as a boring activity. The students in general should encourage themselves to learn more, to ask what they do not understand and to learn as much as possible. Study hard is an absolute to achieve a successful English mastery.

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