

**A DESCRIPTIVE STUDY ON THE MASTERY OF LISTENING OF THE  
ELEVENTH YEAR STUDENTS OF SMA N 2 KLATEN IN ACADEMIC  
YEAR OF 2016/2017**

**S1-THESIS**

This Thesis is Presented as a Partial Fulfillment of the Requirements for  
Accomplishing the Undergraduate Degree in English Education Study Program



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ACADEMIC YEAR OF 2016/2017**

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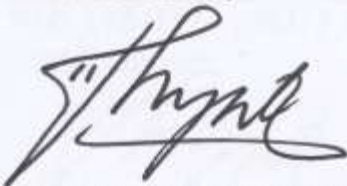
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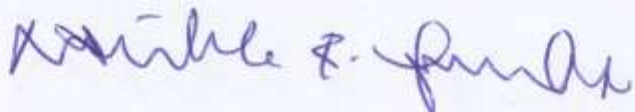
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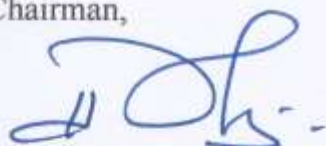
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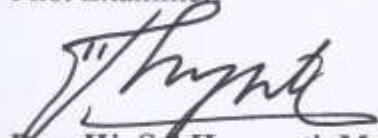
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## **PRONOUNCEMENT**

This is to certify that I myself write this thesis entitled “A DESCRIPTIVE STUDY ON THE MASTERY OF LISTENING OF THE ELEVENTH YEAR STUDENTS OF SMA NEGERI 2 KLATEN IN ACADEMIC YEAR OF 2016/2017”.

It is not a plagiarism or made by others. Anything related to others’ work is written in quotation and the source of which is listed on bibliography.

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

Klaten, November 2017

Khusnul Farida

1311202852

## **PRESENTATION**

### **This thesis is dedicated to:**

1. My beloved parents (Mr. Sufyansuri and Mrs. Sumiyatun) who always pray and support me all of my life. Words cannot explain how much I love you.
2. My consultants (Dra. Hj. Sri Haryanti, M.Hum. and Dr. Didik Rinan Sumekto, M.Pd.) who have given a lot of corrections, advice, and notices to this reseach).
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## MOTTO

- Allah akan meninggikan orang-orang yang beriman diantara kalian dan orang-orang yang diberi ilmu pengetahuan beberapa derajat (Q.S. Al-Mujadalah: 11)
- Hai orang-orang yang beriman, jadikanlah sabar dan shalatmu sebagai penolongmu, sesungguhnya Allah beserta orang-orang yang sabar. (Q.S. Al-Baqarah: 153)
- “I’ve come to believe that each of us has a personal calling that’s as unique as a fingerprint – and that the best way to succeed is to discover what you love and then find a way to offer it to others in the form of service, working hard, and also allowing the energy of the universe to lead you.” (Oprah Winfrey)
- You have to endure to see butterflies. (Antoine De Saint)
- With more success come greater problems along with greater ability to solve them. (Mark Victor Hansen)
- The best way to gain self-confidence is to do what you are afraid to do. (William Jennings Bryan)
- If you try hard, you may find you can do something that at first seems very difficult. (Aesop)

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Because of the limited knowledge and experience, the writer is really aware that this thesis is so far from being perfect. Therefore, the writer will receive the criticism and suggestions from the readers in order to make this thesis perfect.

Finally, the writer hopes that this thesis will be useful for especially the English students and readers in general.

Klaten, November 2017

The Writer



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## ABSTRACT

**KHUSNUL FARIDA, NO. 1311202852.** English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2017. Thesis: *A Descriptive Study on the Mastery of Listening of the Eleventh Year Students of SMA Negeri 2 Klaten in Academic Year Of 2016/2017.*

The study is intended to answer the research question which becomes the problem of the study: “How is the mastery of listening of the eleventh year students of SMA N 2 Klaten in academic year of 2016/2017?”. It aims to describe the mastery of listening report texts of the eleventh year students of SMA N 2 Klaten in academic year of 2016/2017.

The writer takes all of the eleventh year students of SMA N 2 Klaten as the population. The member of the population is 358 students. They come from 10 classes. Therefore, the writer takes 40 students or 11.17% of the population as the sample by using proportional random sampling. In collecting the data, the writer needs instrument. The writer uses test as the instrument and the form of test used in this research is multiple-choice. The number of the test item is 20. One option is right and the others are wrong. The 20 items must be done within 45 minutes. The writer tries out the instrument, before applying for the subject of the study. To know the validity the writer uses empirical validity of the instrument using Pearson’s Product Moment Formula. To know the reliability of the instrument the writer uses Spearman Brown formula. In analyzing the data, the writer uses statistical method which is implemented in the form of mean.

In this study, the writer can find that the mean is 70.625. The writer concludes that the mastery of listening report texts of the eleventh year students of SMA N 2 Klaten in academic year 2016/2017 is good.

***Key words:*** *descriptive study, listening, mastery.*

# **CHAPTER I**

## **INTRODUCTION**

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

Listening is an important skill in learning English especially in countries where English is as a foreign or second language (EFL/ESL). Listening is one of the four language skills which must be mastered by the students. According to Helgesen and Brown (2008: 3), listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers try to express. Rost (2002: 279) states that listening is mental process of constructing meaning from spoken input. So, it can be said that listening skill is very important for language learners especially in developing their other language skill.

Based on those statements, it can be concluded that listening is a mental process in which listeners are trying to construct the intended meaning from auditory or spoken input by the speakers. Listening skill is very important for every person as communicative competence and to understand what people say clearly especially from English user. By having good listening skill people can prevent misunderstanding problems, especially to understand a foreigner who speaks English.

Listening is also very important in language learning, especially in learning English. In learning second language (English), listening might be the first skill which influences language learning process. It means that the students' listening skill is the foundation of other language skills. Without having listening

skill, the students will get difficulties in developing their other language skills especially speaking skill. Rost (2002: 76) states that the progress in listening will provide a basic development of other language skill. So, it can be said that listening skill is very important for language learners especially in developing their other language skill.

It is important to note that multiple benefits accrue to the learner beyond the obvious improvements in listening skills. The students' improvement of listening skill will be very beneficial for them in learning English. It is as stated by Celce-Murcia (2001: 70) that "in particular, listening comprehension lessons are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse".

From the explanation above, the writer can state that by listening the students will study the elements of a new language like grammatical structure and new vocabulary items. The students will also study how to pronounce the words correctly. Harmer (2007: 303) states that "listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's, enables students to acquire good speaking habits as a result of the spoken English they absorb and help to improve their pronunciation". In the end of the lesson, the students will be able to communicate in English fluently by having listening skill.

Because of the importance of listening skill as mentioned above, it must be taught to the language learners to build their language competence. As the foundation of other skills, listening is being the important skill to teach (Richards, 2008: 10). Listening skill is very important to be taught in English language class.

Based on *Standard Kompetensi Lulusan (Permendiknas, No 23 Tahun 2006)* there are four skills which must be mastered by the students in Senior High School namely listening, speaking, reading, and writing. Based on the syllabus of *Kurikulum 2013*, one of the materials on the second semester of eleventh grade of Senior High School is *teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam*. So that the writer wants to know the students' mastery on report text. According to Vandergrift and Goh (2012: 59-75), there are three factors that related to L2 listening. They are cognitive factors that are known to affect listening success, affective factors that play an important role in listening, and contextual factors that can affect listening success. The cognitive factors involves vocabulary knowledge, syntactic knowledge, discourse knowledge, pragmatic knowledge, metacognition, prior knowledge, L1 listening ability, and sound discrimination ability. L2 listening involves more than paying attention to linguistics input and understanding, the different cognitive demands made on the listener. In fact, listener ability to maximize comprehension efforts can be influenced by a number of affective factors. These emotionally relevant learner characteristics will shape how listeners respond to a listening task and thereby influence the outcome and listening success. These factors are anxiety, motivation, and self-efficacy. The contextual factors includes interactive listening, listening in informal learning contexts, and listening in formal learning contexts.

Based on the interview to the English teacher of SMA N 2 Klaten on 20<sup>th</sup> December 2016, the problem that the teacher had in teaching and learning English was the lack of time and the students had difficulties in catching what the speakers said because it was spoken very fast and also the students could not understand the



listening material because they only have limited English vocabularies. Listening skill only had a small portion of English lesson according to the syllabus of *Kurikulum 2013*. According to the teacher, she only had a short time to teach listening skills. On the other hand, the teacher said that the students could not catch the native speakers' utterances because they spoke very fast if they used a tape-recording in listening lesson and the students also could not understand of the listening material because they did not know the meaning of some English words even when the listening materials were dictated by the teacher. For example, native English speakers often integrates two words in English if the last letter of a word is consonant and the beginning of a word is vocal. It also happened when the teacher used a tape-recording in listening lesson. So that, the teacher must replay the recording materials or dictated the materials more than one time to make the students catch or understand the listening materials. Based on the problems above, all of the listening materials could not be taught by the teacher because of the repetition of the materials which took so much time that she could use to continue the materials. Based on the fact and the background above, the writer conducts a research at the eleventh year students of SMA N 2 Klaten in academic year 2016/2017. Therefore, this research is entitled *A Descriptive Study on the Mastery of Listening of the Eleventh Year Students of SMA N 2 Klaten in Academic Year of 2016/2017*.

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

Based on the background of the study, the writer has some reasons for choosing the topic, as follows:

1. By having listening skills, it will build the students' language competence especially the students' speaking skills. By listening, the students will study the elements of English like grammatical structure and new vocabulary items and the corrects pronunciation of words in English.
2. There are some obstacles that the teacher and the students face in teaching and learning listening skill. They are the limitation of the time of English lesson, the rapid speech rate of the listening materials or the students think that native speaker speaks too fast so they cannot catch what is delivered by the speaker, and they find unknown vocabularies.

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

The study limits only to the mastery of listening of report text as it is written in the English syllabus of the eleventh year students of SMA N 2 Klaten in academic year 2016/2017, "*teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam (simple spoken and written scientific factual text (factual report) about thing, animal, and natural disaster/phenomenon).*"

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

On this study presents the problem of the study, as follows: "How is the mastery of listening of the eleventh year students of SMA N 2 Klaten in academic year of 2016/2017?"

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

Based on the problem stated above, the aim of the study is to investigate and analyze the mastery of listening as it is written in the English syllabus of the eleventh year students of SMA N 2 Klaten in academic year of 2016/2017.

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

The result of the study is expected to be useful both theoretically and practically, as follows:

#### 1. Theoretical Use

The result of the study can be used to enrich the repertoire of teaching listening theory especially in listening to the report text about animals, people, plants, and things.

#### 2. Practical Use

The result of the study can be used as a teaching model which implements the genre-based teaching model of teaching and learning listening on report text for other schools. It can be used as the example of the listening task on report text as one of the genre or text type in English subject. In addition, the result of the study reflects the strengths and the weaknesses of the teaching method that is applied by the teachers.

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

To clarify the meaning of the title, the writer would like to describe the terms as follows:

### 1. Descriptive Study

This type of research is descriptive study. According to Hadi (2015: 13) descriptive study is a study which only describes the condition of an object or its event without taking general conclusions. In this study, descriptive study means a study to describe the students' mastery of listening of the eleventh year students of SMA N 2 Klaten in academic year of 2016/2017.

### 2. Mastery

Mastery is learning focuses on overt behaviors that can be observed and measured (Baum, 2005: 20). In this study, mastery means the students' overt behaviors on listening that can be observed and measured by their marks. It is indicated by the students' mark based on the listening test.

### 3. Listening

Nunan (2003: 24) states that listening is an active, purposeful process of making sense of what we hear. In this study, listening means an active, purposeful process of making sense of what the students hear about expression of report text of the eleventh year students of SMA N 2 Klaten in the academic year of 2016/2017.

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

The organization of the study is presented in order to give the direction of the paper arrangement. It is also meant to give description to the readers. The organization of the paper of each chapter is as follows:

Chapter I is Introduction. It consists of the background of the study, the reasons for choosing the topic, the limitation of the study, the statement of the problem, 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 definition of listening, types of classroom listening performance, the purpose of listening, listening process, listening strategies, and teaching listening.

Chapter III is research method. It consists of 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 the result of the study. It consists of presenting and analyzing the data.

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

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of conclusion and suggestion. Each of the discussion is as follows.

#### **A. Conclusion**

In this chapter the writer would like to give conclusion of the research. The problem of the study is “How is the mastery of listening of the eleventh year students of SMA N 2 Klaten in academic year of 2016/2017”.

Based on the previous analysis, the students who get very good value are 11 students or 27.5%, the students who get good value are 12 students or 30%, the students who get fair value are 15 students or 37.5%, the students who get poor value are 2 students or 5%, and there is no student who gets fail value. The total mark of the students is 2825 for 40 students.

The mean is 70.625 and it is categorized into good. So, the writer concludes the students’ mastery of listening of the eleventh year students of SMA N 2 Klaten in academic year 2016/2017 is good.

#### **B. Suggestion**

##### **1. To the English Teachers**

In the teaching process, each teacher should be aware of the objectives. By understanding the result of the study, the English teachers can revise their technique of teaching. They can use the teaching technique that can make the teaching and learning activity becomes fun and enjoyable, for

example they can use games or songs in listening class. The teacher can give more exercises to the students concerning with listening especially listening to report text to make the students more understand about the listening materials..

## **2. To the Students**

Based on the previous chapter, the writer knows that listening is difficult to be mastered by the students, but it will be better if the students love to study. If the students love to study English especially in listening, the listening materials will be easier to be studied. The students also should increase their listening skills inside and outside the classroom. The students should listen to the listening material in the classroom well and they must listen to the teacher's instructions so that they will understand the materials. They can listen to the English songs, watching English movies without subtitle, or finding listening materials on internet so that their listening skills will be increased and it will make them easier to study in the classroom.

## **3. To the Readers**

Hopefully, this study can be used as an additional reference and comparative matter in doing research although it is far from being perfect.

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