

THESIS

**A STUDY ON THE LISTENING ABILITY OF THE
ELEVENTH GRADE STUDENTS OF SMA N 6 KUPANG IN
THE SCHOOL YEAR 2014/2015**



IRMANIANA LENDE

REG. NO. 12110152

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTEMENT
TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014**

THESIS

**A STUDY ON THE LISTENING ABILITY OF THE
ELEVENTH GRADE STUDENTS OF SMA N 6 KUPANG IN
THE SCHOOL YEAR 2014/2015**

**Presented in Partial Fulfillment of the Requirements for Sarjana
Pendidikan Degree in English Language Education**

IRMANIANA LENDE

REG. NO. 12110152

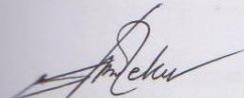
**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTEMENT
TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2014**

THESIS

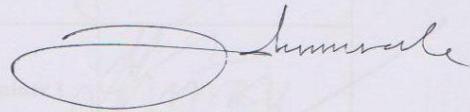
**A STUDY ON THE LISTENING ABILITY OF THE
ELEVENTH GRADE STUDENTS OF SMA N 6 KUPANG IN
THE SCHOOL YEAR 2014/2015**

Approved by

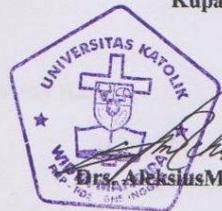
Advisor I


Drs. Aleksius Madar, M.Ed

Advisor II

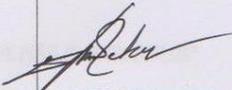
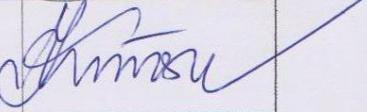
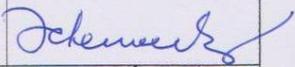
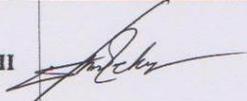

Yohanis Nurak, S.Pd, M.Pd

Acknowledged by
Head of English Study Program
Teacher Training and Educational Sciences Faculty
WidyaMandira Catholic University
Kupang


Drs. Aleksius Madar, M. Ed

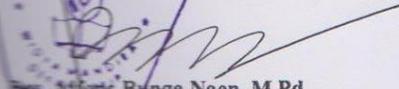
This thesis was defended on 20 November 2014

Team of Examiners

NO	Names	Position	Signature
1	Drs. Aleksius Madar, M.Ed	Chairman	
2	Yohanis Nurak, S.Pd, M.Pd.	Secretary	
3	Dr. Drs. Kletus Erom, M.Hum	Examiner 1	
4	Drs. Ataburan Clemens, M.Hum	Examiner II	
5	Drs. Aleksius Madar, M.Ed.	Examiner III	

Acknowledged by

Dean of FKIP of UNWIRA Kupang


Bunga Naen, M.Pd

Head of English Study Program

of FKIP of UNWIRA Kupang


Drs. Aleksius Madar, M.Ed

MOTTO

"DO THE BEST AND GOD WILL DO THE REST, BECAUSE GOD'S PLAN IS GOOD FOR US"

(YENNI BATTANU)

DEDICATION

This thesis is dedicated to my beloved:

1. Parents Melkianus Lende and Lidia Bulu.
2. Brother, Yan Pieter and Sisters, Frederika Lende and Margaretha Lende.
3. Almamater UNWIRA and for all my relatives.

ACKNOWLEDGEMENT

First and foremost, the writer praises Almighty God for His affection, power and protection in her life especially during the process of writing this thesis.

Realizing that the writing could be completed by the assistance and contributions from others, the writer then would like to express her sincere thanks and appreciation to them, as the followings:

1. Drs. Alfons Bunga Naen, M.Pd., the Dean of Teacher Training and Educational Science Faculty who helped the writer with all the administrative affairs so this study could be conducted.
2. Drs. Aleksius Madar, M.Ed., the Head of English Educational Study Program for his help with all the administrative affairs so the writer can do this study.
3. Drs. Aleksius Madar, M.Ed., the first advisor and Yohanis Nurak Siwa, S.Pd, M.Pd., the second advisor for their guidance, advice, support during the process of writing until the accomplishment of this thesis.
4. Dr.Drs. Kletus Erom, M.Hum., as the first examiner and Drs. Clemens Ataburan, M.Hum., as the second examiner for their corrections and suggestions in proposal seminar and thesis examination for the improvement of this writing.
5. All of lecturers of Widya Mandira Catholic University especially lecturers of the English Study Program for their time and for providing the writer with knowledge, experience, and skill during her study at Widya Mandira Catholic University and also Mrs. Merry the staff of English Education Study Program for her administrative assistance.
6. The headmaster of SMA N 6 who allowed and gave the writer opportunity to conduct this study at the eleventh grade students of SMA N 6 Kupang and the English teacher who helped the writer during the research.

7. All the eleventh grade students of SMA N 6 Kupang for their participation during the data collection.
8. Her beloved parents Melkianus Lende and Lidia Bulu, her beloved brother Piter and sisters Rika and Etha for their love, kindness, prayer and material supports.
9. Her beloved friends Sandro pah, Yusta, Ida, Melki, Novi, Nova, Yuyun and also all friends in FBI C for their support and prayer.

For all who have contributed through their own ways, the writer would like to express that there is no valuable gift, but only prayer for you and may God always bless you all.

Kupang, October 2014

ABSTRACT

The title of this study is “**A Study on Listening Ability of the Eleventh Grade Students of SMA Negeri 6 Kupang in the School Year 2014/2015**”. This study was conducted to answer the following question: (1) What is the listening ability level of the eleventh grade students of SMAN 6 Kupang in the school year 2014/2015? (2) What might be the difficulties found by the eleventh grade students of SMA N 6 Kupang in listening? In line with the problem statements above, the objectives of this study are to find out the level of listening ability of the eleventh grade students of SMAN 6 Kupang, and to find out the difficulties that might be found by the students in listening. Descriptive method was applied to describe the students’ ability level in listening. The subject of the study was the eleventh grade students of SMA N 6 Kupang in the school year 2014/2015. While the number of subject was 20 students. In collecting data, the writer gave three monologs. The monologs are filling the blanks, rewriting sentences, and matching pictures. Based on the result on the data analysis and discussion in previous chapter, the writer makes the conclusions as follows: (1) the literal listening ability of the eleventh grade students of SMA Negeri 6 Kupang in the school year 2014/2015 is **2.94 (very poor)**. (2) the difficulties found by the eleventh grade students of SMA Negeri 6 Kupang are having lack of vocabulary and they were not able to differentiate similar sounds, for example, “bath” and “bed”, “great” and “breath”, “head” and “hat”. Based on the conclusion, the writer would like to give some suggestions that might be useful for English teacher of the researched school, students. (1) For the English Teachers of the Researched School. They should be creative in teaching listening and they must balance all skills that they teach, not only paying attention to reading skill but also to listening, speaking, and writing (based on the writer observation). And the teacher should teach about vocabulary like homonyms, because the difficulties of listening dealing with sound of words/vocabularies. (2) For the Students. The students can increase their listening ability by listening to English monologs, conversation, broadcastings so they can learn more words/vocabularies.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENTS	x
CHAPTER I INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statements of the Problem	4
1.3. Objectives of the Study	4
1.4. Significance of the Study	4
1.5. Scope and Limitation	5
1.6. Definition of the Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 Theories	7
2.1.1 Definition of Listening Skill	7
2.1.2 Difficulties in Listening Skill	8
2.1.3 Principles of Teaching Listening Skill	10
2.1.4 Listening Material.....	11
2.1.5 Types of Listening	12
2.2. Review of Previous Study	12
2.3 Research Model	15
CHAPTER III RESEARCH METHODOLOGY	16
3.1 Research Design	16
3.2 Subject of Study.....	16
3.3 Instrument of the Study.....	17
3.4 Methods and Techniques of Data Compilation	17
3.5 Methods and Technique of Data Analysis	18
3.6 Standard of Measurement	18
3.7 The formula to calculate the students' level of listening ability	18
CHAPTER IV DATA ANALYSIS AND DISCUSSION	20
4.1. Data Analysis	20

4.2. Discussion	40
CHAPTER V CONCLUSION AND SUGGESTION	69
5.1. Conclusion	69
5.2. Suggestion.....	70
BIBLIOGRAPHY	71
APPENDICES	72
Appendices 1: The Complete the Blanks	72
Appendices 2: Describing the Person Above	73
Appendices 3: The Picture in Correct Order	74
Appendices 4: Answer Key.....	75
LIST OF TABLES	
Table 1: Student’s Ability in Listening by the Complete the Blanks in Test 1	21
Table 2: Student’s Ability in Listening by Sentences Describing in Test 2	24
Table 3 : Student’s Ability in Listening by the Correct Order.....	27
Table 4: The Result of Test Item in Test 1	30
Table 5: The Result of Test Item in Test 2	32
Table 6: The Result of Test Item in Test 3	34
Table 7: The Student’s Level of Ability for the Whole Test	36
Table 8: Distribution of Student’s Ability Level in Filling the Missing Words	39