



**A DESCRIPTIVE STUDY ON THE SECOND YEAR STUDENTS' LISTENING
COMPREHENSION ABILITY TESTED THROUGH TAPE RECORDER AT
SMAN 4 PASURUAN IN THE 2007/2008 ACADEMIC YEAR**

THESIS

Presented as one of the requirements to obtain the S-1 Degree
at English Education Program, The Language and Arts Education Department,
The Faculty of Teacher Training and Education,
Jember University

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2007**

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Ir. Adjib Ikvan and Pinasti Rahajeng who have done everything for me. Thank you very much for your care, guidance, affection and patience. I owe great debt for your endless love. Thank you
2. My beloved young brothers, Arif Firmansyah and Hilman Zainullah. Many thanks go to you for any love and care.
3. Good friends of mine, GA' Perdana thanks for your support, kindness, care and patience in accompanying me. Gunx_02TE, Fidah and Aris, so many thanks for the time and our friendship. Thanks for coming into my life.
4. My family in Jawa II/26, mb.Utik and om Ulum thanks for your kindness. Aneta (you're the next...) Frida, Pipit, Eva thanks for the time, kindness and friendship in accompanying me.
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6. My big family in Pasuruan and Jember

MOTTO

My heart has a mind of it's own

My heart knows what I am feeling, needing, missing

All I have to do is just listen..... and listen well....

(Henry Gross)



CONSULTANTS' APPROVAL


**A DESCRIPTIVE STUDY ON THE SECOND YEAR STUDENTS LISTENING
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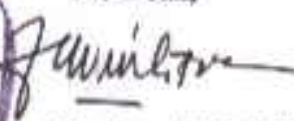

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1. The Dean of the faculty of teacher training and education.
2. The Chairperson of the Language and Art Education Program.
3. The Chairperson of the English Program of the Faculty of Teacher Training and Education.
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5. The Principal of SMAN 4 Pasuruan who gave me permission to conduct the research.
6. The English teacher of the second year students of SMAN 4 Pasuruan who help me to conduct the research.
7. My beloved almamater, Jember University.

I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be some criticisms and suggestions from the readers to make this thesis better improved. I also hope that this thesis will be useful for the readers.

Jember, 2007

Writer

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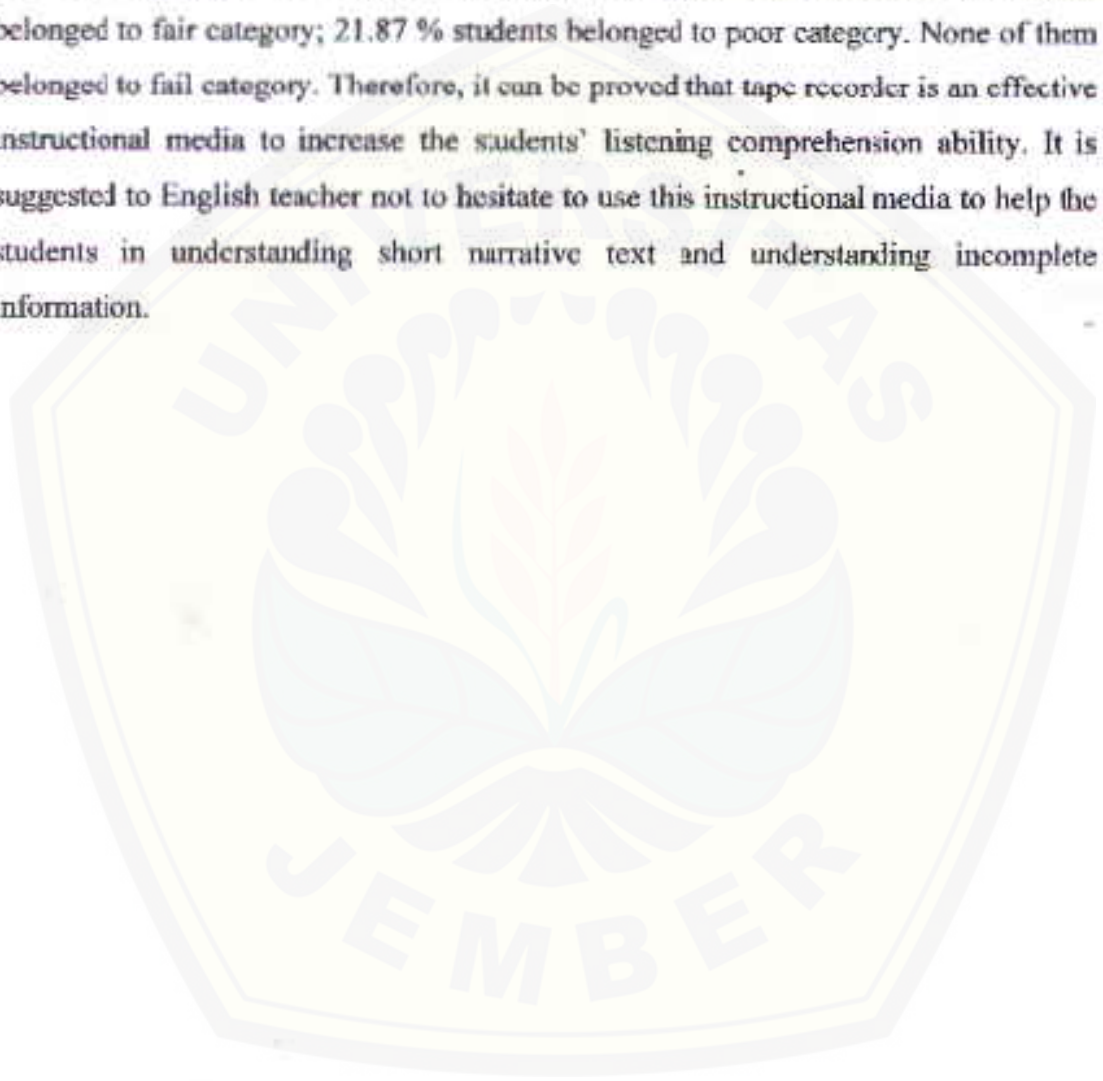
SUMMARY

A Descriptive Study on the Second Year Students' Listening Comprehension Ability Tested Through Tape Recorder at SMAN 4 Pasuruan in the 2007/2008 Academic Year; Nur Hikmah Indriani; 020210401203; 2007; 37; English Education Program Faculty of Teacher Training and Education Jember University.

This quantitative research was intended to describe the listening comprehension ability tested through tape recorder of the second year students at SMAN 4 Pasuruan in the 2007/2008 Academic Year. The respondents of this quantitative research were class XI IPA-2 that was determined purposively. The total number of respondents was 32. The research was conducted at SMAN 4 Pasuruan in the first semester.

The main data were obtained from listening comprehension tested through tape recorder that has been tried out previously. The collected main data were analyzed by the percentage formula and classified based on the listening comprehension test level. The secondary data were obtained from interview and documentation. Generally, the results of data analysis on the students' mean score was 70. It can be said that the students' listening comprehension ability tested through tape recorder was good. In detail percentage, 9.37 % students belonged to excellent category; 40.62 % students belonged to good category; 43.75 % students belonged to fair category and 6.25 % students belonged to poor category. None of them belonged to fail category. In specific, the students' listening comprehension ability in understanding short narrative text tested through tape recorder was good. It could be seen from the students' mean score that was 74. In detail, 25 % students belonged to excellent category; 53.12 % students belonged to good category; 18.75 % students belonged to fair category and 3.12 % students belonged to poor category. None of them belonged to fail category.

Meanwhile, the students listening comprehension ability in understanding incomplete information tested through tape recorder was fair. It could be seen from the students' mean score that was 63. In details, 6.25 % students belonged to excellent category; 34.37 % students belonged to good category; 37.5 % students belonged to fair category; 21.87 % students belonged to poor category. None of them belonged to fail category. Therefore, it can be proved that tape recorder is an effective instructional media to increase the students' listening comprehension ability. It is suggested to English teacher not to hesitate to use this instructional media to help the students in understanding short narrative text and understanding incomplete information.





CHAPTER I INTRODUCTION

This chapter presents the background of the study, the research problems, the operational definition of variable, the research objectives and the significances of the research.

1.1 Background of the Research

English as an international language plays an important role in Indonesia. It is obviously needed in developing knowledge, science, art and international relationship with other countries. Lynch (1980:1) claims that English is the language of instruction and professional foreign language teacher who need to attend international conferences or seminars. In Indonesian academic field, English has been taught from elementary school up to university. Moreover, in certain area English has been taught at kindergarten as the supporting subjects. Thus, the students are expected to be able to use and master English through listening, speaking, reading and writing.

In acquiring language skills, listening is considered as the basic skill of the four language skills. Listening is needed in many kinds of people activities, such as, studying, discussing, watching TV, listening to the radio etc. Vandergrift (1999:169) points out that adult spends 40% – 50% of communication time listening, 25% – 30% speaking, 11% – 16% reading and about 9% writing. It means that listening activities are more frequently used than the other activities such as reading, speaking and writing. Furthermore, Rankin in Mee (1990:1), states that listening is the most frequently used language activity because the average adult spends approximately three times as much time listening as reading. Thus, listening skill is an essential part of communication functioning as a basis to second or foreign language learning.

In addition, Eastman in Mee (1990:1), describes listening as the difficult skill of the four skills the beginner of a foreign language has to develop. It is a complex

process in which many things happen simultaneously inside the mind. This condition brings about the problem for the students who face many difficulties in listening comprehension.

To minimize the failure of listening comprehension, it is very important for the teacher to provide media as a teaching aid for teaching learning activities. Briggs, in Sadiman (1986:6) claims that media are all of hardware instrument that can serve message and excite the students to learn. It is done because in teaching learning activities, some or most senior high students lack of interest and motivation (Baradja, 1986:61). It means that some or most senior high students do not succeed in learning English, the students cannot be familiar with the English words spoken by their English teacher. They cannot catch on their pronunciation, and then they feel difficult to use it in communication. It is difficult for them to say something in English because they are afraid of making mispronunciation or misspelling.

Tape recorder is one of the instructional media that helps the students in listening activities (Haycraft, 1978:112). It can be effectively used for listening comprehension work and it can also be used in connection with other activities such as, dialogues, songs, broadcast news, stories and so on. By using tape recorder the students will be familiar with some words that are pronounced by the native speaker in the cassette, so, it will prevent boredom in teaching learning process.

In SMAN 4 Pasuruan, the teaching learning process of English especially in listening has already used media that is tape recorder. Teacher gives the listening test using tape recorder to the students and then asks the students to listen to tape recorder. Then, the teacher plays the cassette three times or more. The exercises that are commonly given include: True-False, Filling Gaps, etc. Then, the teacher asks the students to do the exercises. After that, they discuss the answers with the class.

Based on the condition above, the researcher is interested in investigating this research entitled "A Descriptive Study on the Second Year Students' Listening Comprehension Ability Tested Through Tape Recorder at SMAN 4 Pasuruan in the

2007/2008 Academic Year" the topic is selected because the teaching of listening using tape recorder has been applied at this school.

1.2 Problems of the Research

Based on the research background, the research problem can be formulated into one general problem and two specific problems, as follows:

1.2.1 General Problem

In general, the problem of the research is as follow:

"How is the listening comprehension ability tested through tape recorder of the second year students at SMAN 4 Pasuruan in the 2007/2008 academic year?"

1.2.2 Specific Problems

In particular, the specific problems are as follows:

1. How is the listening comprehension ability tested through tape recorder in understanding passages of the second year students at SMAN 4 Pasuruan in the 2007/2008 academic year?
2. How is the listening comprehension ability tested through tape recorder in understanding incomplete information of the second year students at SMAN 4 Pasuruan in the 2007/2008 academic year?

1.3 Operational Definition of the Research

Listening comprehension ability tested through tape recorder in this research refers to the students' ability to understand what others say in doing a listening test using tape recorder. Especially in understanding incomplete information and in understanding short narrative text. In addition, tape recorder in this research refers to an essential classroom aid. The material that tape recorder brings to the classroom and gives the students valuable practice in listening to varieties English different from the teacher's.

1.4 Objectives of the Research

There are two kinds of objectives in this research: one general objective and two specific objectives.

1.4.1 General Objective

In general, objective of the research is as follow:

"To describe the listening comprehension ability tested through tape recorder of the second year students at SMAN 4 Pasuruan in the 2007/2008 academic year."

1.4.2 Specific Objectives

In particular, the specific objectives of the research are as follows:

1. To describe the listening comprehension ability tested through tape recorder in understanding short narrative text of the second year students at SMAN 4 Pasuruan in the 2007/2008 academic year.
2. To describe the listening comprehension ability tested through tape recorder in understanding incomplete information of the second year students at SMAN 4 Pasuruan in the 2007/2008 academic year.

1.5 Significance of the Research

The research results are expected to give significances for the English teachers, the students and other researchers.

1. For the English Teachers

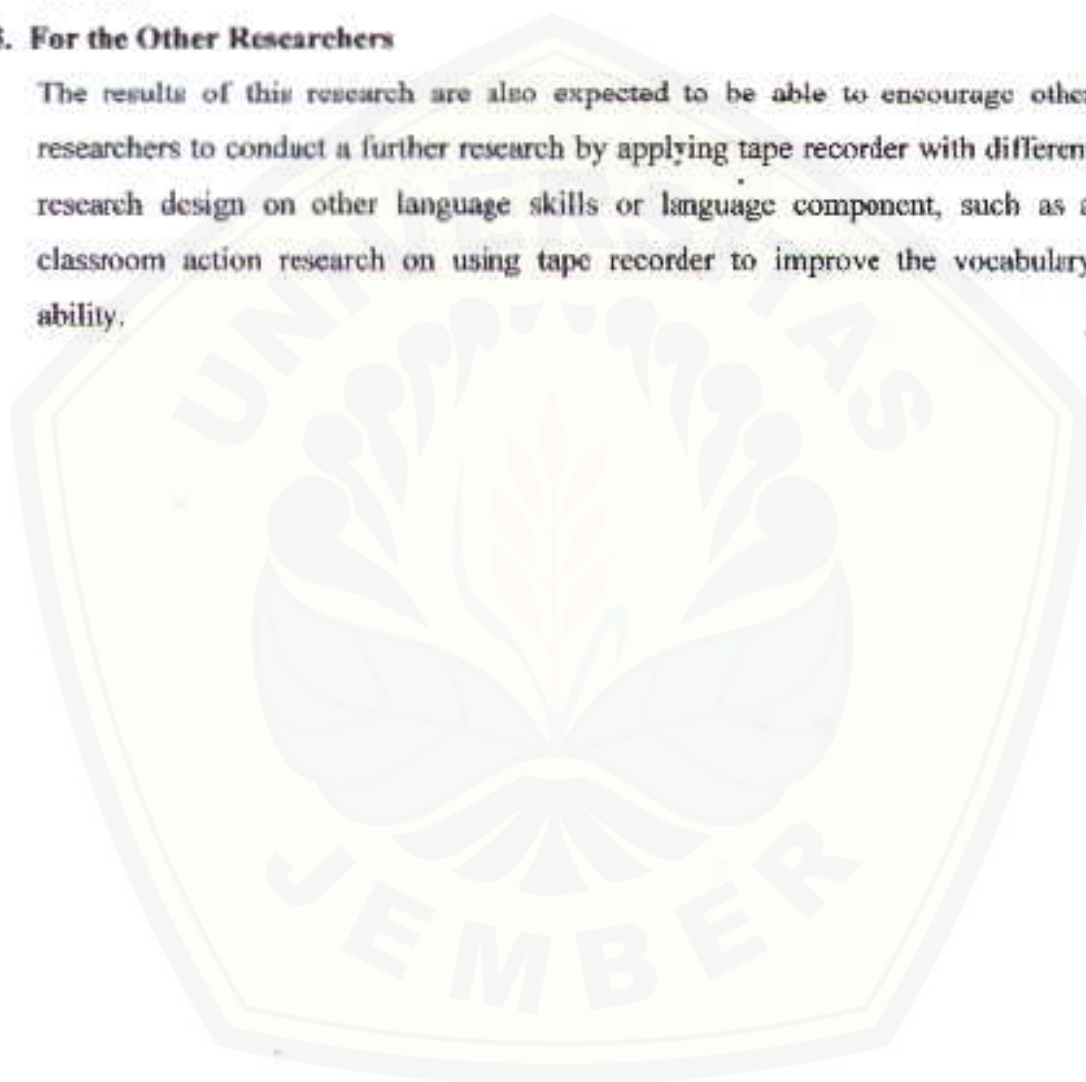
By knowing the results of the listening tested through tape recorder, the English teachers may consider the use of tape recorder in the practices of the teaching listening.

2. For the Students

The results of this research can be used to build up motivation and interest to apply their background knowledge in learning listening comprehension using tape recorder.

3. For the Other Researchers

The results of this research are also expected to be able to encourage other researchers to conduct a further research by applying tape recorder with different research design on other language skills or language component, such as a classroom action research on using tape recorder to improve the vocabulary ability.





CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some aspects dealing with the related literature review. They are listening skill, teaching listening, listening exercises, kinds of instructional media and the function of tape recorder.

2.1 Listening skill

Listening as one of the language skills is very important. It is important because the ability to understand what others say is essential to communicate the message. Brown (1977:2) states that nearly 60 percent of the time in elementary classrooms and 90 percent of the time in high school and 90 percent in college is likely to be spent in listening. Witt, in Mee (1990:1), points out that 57.5 percent of the daily classroom time is spent on listening. Following the finding, it seems that listening skill has an important role in the process of language acquisition. However, this skill is considered as one of the most neglected skills.

In spite of the importance of listening, Eastman, in Mee (1990:1), describes listening as the one of the difficult skill of the four skills for the beginner of a foreign language has to develop. According to Vandergrift (1999:168), listening comprehension is complex, because it is an active process in which the listener must discriminate among sounds, understand vocabulary and grammatical structures, interpret stress and intonation. In addition, Belasco, in Mee (1990:1), adds that listening comprehension has also been called "The most underestimated and least understood aspect of foreign language learning".

In listening, Hughes (1989:134) divides the listening skill into two kinds: macro skill and micro skill. The macro skill related to the purpose of listening activity, such as listening for detailed information, obtaining gist, following direction and following instruction. The micro skill related to the interpretation of intonation,

recognition of function of structure and interpretation of phonetic code. This research dealt with the macro skill because it related to the purpose of listening activity, i.e. understanding short narrative text and understanding incomplete information.

2.2 The Purposes of Listening

We listen for some purposes and with certain expectations we make an immediate response to what we hear, we want to know the answer to a question. The purposes are to know what is happening in the world and we shall expect to hear about certain subjects of current interest in a certain kind of language

Meanwhile, Fisher and Terry (1977:130) divide the purposes of listening skill into five types, they are:

1. Noting details

According to Fisher and Terry (1977:132), noting detail is the most important skill for the students because it covers a very wide range of listening activities. The examples of the activities are putting things in ordering, listening and coloring, filling in missing information, etc.

2. Following direction

The normal activities of a classroom provide opportunities for children to develop strategies, for making sense out of a set of directions. According to Henning (1997:154), in giving directions teacher should try to use clear transitional words (first, then, finally, when) and model how to use those words to keep track of what to do.

3. Organizing into main and subordinate ideas

It is the activity in which the students find the main idea and specific information. Students should listen for key words that signify sequences or relationships in other listening situations. According to Hennings (1957: 156), outlining is one strategy for highlighting the relationship between main ideas and supporting details. Children record the main idea of a

section as a main heading in an outline (for example, *D*). They indicate subordinate points beneath the main idea (*A, B, C*).

4. Selecting information pertinent to a specific topic

Most educators recommend that teachers first help children to identify the topic of communication because to get the main idea, one must know the topic (Hennings, 1997:155). To find the topic the students should select the information pertinent to a specific topic. It means that students should distinguish between information that relate or not to a specific topic.

5. Detecting clues that show the speaker's trend of thoughts

According to Fisher and Terry (1977:130), students can detect clues that point out the speaker's trend of thought by drawing inferences in material they have just read or heard.

An effective listener is a more effective language learner and user. Students should therefore be trained to operate with partial reasonable interpretations of what they are listening and not be expected to process every word. Furthermore, the teacher can help the students become effective listeners by making them know of the different purposes for listening

2.3 The Types of Listening Activities

Listening is not something that you just do at one place and at one time. There are many stages of listening process.

Ur (1984:51 – 129) divides the stages of listening into four stages:

1. Listening and making no response.

No-response exercises can be an excellent framework for exposing students to relatively large amounts of spoken English, providing much of the sheer quantity of listening experience needed for optimal learning. The text and its presentation must be particularly geared to attracting and holding students' attention, it should not be difficult, its content should be pleasing and interesting, and if possible it should provide a visual focus and give help in

understanding. It is useful activities where the learners have to concentrate on their listening skills, such as hearing descriptions of visual from the teacher, listening to songs, stories or plays.

The activities that usually use listening and making no response are:

- a. Following a written text
 - b. Listening to a familiar text
 - c. Listening aided by visuals
 - d. Informal teacher talk
2. Listening and making short responses.

In this activity, students are responding to each item of information as it comes up and not, on the whole, to the gist of an entire passage at once. The learner gives brief and simple verbal or non-verbal responses to each bit of information as it was received, and the function of these responses was primarily to indicate comprehension.

The activities that usually use listening and making short response are:

- a. Obeying instructions
 - b. True – False exercises
 - c. Pictures
 - d. Maps
3. Listening and making longer responses.

In this activity, students use relatively long units of language (written, read or spoken) in their responses, and they have to be able not only to understand what they hear but also to reproduce, answer, expand or summarize it as required. These exercises are usually done by the learner to predict what is to come, to reconstruct missing information, and to summarize the main points of fairly discursive passages.

The activities that usually use listening and making longer response are:

- a. Filling gaps
- b. Answering question

4. Listening as a basis for study and discussion

In this last section, most of the exercises need extensive discussion and the tasks are, on the whole, more intellectually demanding than those of previous stages. The listening may take a relatively short time, but it serves as the basis and starting point for each exercise. The students are expected not only to understand the heard material but also to be able to compare or collate its different parts or aspects analyze, interpret, evaluate and reason from it. These kinds of activity are carried out typically through group discussions and may be summarized in easy form. The activities that usually use listening as a basis for study and discussions are:

- a. Jigsaw listening
- b. Interpretative listening

2.4 Teaching Listening

As stated in the 2006 curriculum for SMA that the aims of teaching listening for SMA are students are able to comprehend the short transactional text and monolog in the form of reports, narrative and analytical in their daily activity. In order to teach listening, teacher should explain to the class about what the students do the listening activities. Therefore, the students will understand what they have to do in listening activities.

2.5 Listening Exercises

The main object of a listening test is to evaluate the students' comprehension (Weir, 1991:51). The degree of comprehension will depend on the ability to discriminate phonemes, to recognize stress and intonation patterns and to retain what students has heard. When planning listening exercises, it is essential to bear in mind. The kind of real life situations for which we are preparing students and also the specific difficulties they are likely to encounter and need practice to overcome.

Listening exercises are most effective if they are constructed round a task. The students are required to do something in response to what they hear that will demonstrate their understanding. An exercise in listening comprehension should be as natural as the situation from which they grow. It means that it seems wise to use materials cast in real life situations. Those are the exercises that are usually done by SMAN 4 Pasuruan in listening activities.

2.5.1 Understanding short narrative text

A short narrative text is a narrative passage that consists about two or three paragraphs. Understanding short narrative text in listening test is obvious signal that passages have been understood, because it relates to the entire test item given. The exercises that belong to understanding short passages are True – False, multiple choice and short answer.

Understanding short narrative text using True – False is commonly used in this school. It is expected to indicate whether the sentence is True or False according the passage. According to Ur (1984:77), this is a very simple and well – known family of exercises, in which the students are presented with a spoken statement and asked to say whether it is true or false. This is mostly useful in a combination with a recording to test the comprehension and it is usefully exploited to revise material learnt.

The specification consists of a sentence and a [T] or [F] mark at the end to indicate the correct answer.

Example:

State True (T) or False (F) based on General Facts below!

1. Water – a liquid (T)
2. New York – capital of US (F)
3. Picasso – Italian (F)
4. No air on moon (T)
5. Gold – from mines (T)

6. Mosquitoes carry malaria (T)

7. Eight days in week (F)

2.5.2 Incomplete information

Incomplete information is also called filling gaps. In this exercise students are asked to fill in missing phrases or sentences using hints given both before and after the gap (Ur, 1984:142).

Example:

Fill the gaps using correct answer based on the listening text!

A : When did he leave?

B : (Gap One)

A : Did you check that he had left?

B : (Gap Two)

A : Then he must be on his way

B : (Gap Three)

A : Well, Where is he then? We can wait any longer

Gap One

- a) At eight o'clock.
- b) A second ago.
- c) Tomorrow.

Gap Two

- d) No, I didn't.
- e) No, I'll go and do it now.
- f) Yes, I phoned two hours ago.

Gap Three

- a) But if he left at eight he would have arrived by now.
- b) I think he must have had an accident.
- c) But if he left at eight he couldn't have got there by now
- d)

2.6 Some General Problems Occurring in the Teaching of Listening

In teaching listening comprehension we must be careful not to go extremes, either by being concerned too exclusively with theories or by being without thinking about their application to teaching. It is essential for a teacher to have an overall understanding why listening is difficult for foreign language learners. Based on Yagang (1993), the evidence that shows why listening is difficult comes mainly from four sources, they are:

a. The message

Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes. The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products and situations unfamiliar to the students.

b. The speaker

Redundancy is a natural feature of speech, for beginner it may make it more difficult to understand what the speaker is saying. On the other hand, it may give advanced students more time to tune in to the speaker's voice and speech style. Learners tend to be used to their teacher's accent or to standard variety of British or American English. They find it is hard to understand speakers with other accents.

c. The listener

Foreign language students are not familiar enough with clichés and collocations in English to predict a missing word or phrases. In addition, they usually devote more time to reading than to listening, and so lack exposure to different kinds of listening materials. Even our college students majoring in English have no more than four hours' regular training per week.

d. Physical setting

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning.

Not all the problems described above can be overcome. Certain features of the message and the speaker, for instance, are inevitable. But, this does not mean that the teacher can do nothing about them. The teacher can at least provide the students with suitable listening materials, background and linguistics knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies.

2.7 Instructional Media for the Teaching of listening

When we teach English, especially listening, our aim is to enable the students to reach the objective of teaching learning activities, in the sense that they are not only able to answer the questions, but they are also expected to master the topic effectively and efficiently. Because of this, the teacher should use the suitable media. Many kinds of instructional media are used by the English teachers in an effort to reach more successful and effective learning. Media are needed to create situation more active, it can be taken from anything. Such as pictures, tape recorder, and flash cards. According to Atmohetomo, in Rohani (1997:16), media can be classified into three parts. They are as follows:

2.7.1 Audio Aids

The audio media are the media that can be heard because it produces sound. The audio visual media which are usually used are radio, tape recorder and cassette. It seems to be taken for granted these days that listening practice should be based on (cassette) recording. The media provides the students with native accents and also can

use this media in some purposes. Because it provides a far greater range of language situations such as different voices and accents, moods, background effects.

From the explanation above, audio aids such as, tape recorder, radio and cassette can be used for some reasons, according to Ur (1984:65), audio aids is useful to make available types of accents or listening situations that are difficult to present live, to make students concentrate on aural perception of the foreign sounds, intonation or stress patterns or for testing.

2.7.2 Visual Aids

The visual aids are media which primarily use the sense of sight. they visualize the figure of things which always give the students real experience.

Visual have an important function as aids to learning because they attract students' attention, help and encourage them to focus on the subject in hand. It describes something in which the students can see that relate to the listening topic.

Meanwhile, Ur (1984:30) states that so much the better visual aids are likely to give the students motivation and concentration.

In addition, Rohani (1997:7) describes that the visual aids should:

1. be directly relevant to the specific teaching, objectives and should be suitable with the lesson which is to be used.
2. be simple, graphic and easy to use or manipulate.

The visual media that are commonly used are picture, flash card, map and charts.

2.7.3 Audio Visual Aids

The audio visual aids are the media that can be seen and can be heard by the students. They produce sounds and picture. The students not only hear the sounds but also see the picture of this media. The audio visual media which are usually used in teaching listening are television, film projector and video.

According to Ur (1984:66), audio visual aids can provide some enjoyable listening if they are based on good stories or interesting topics because there is plenty

of visual reinforcement to the spoken text, television and films are associated in the students' mind with pleasurable recreation.

2.8 The Function of Tape Recorder

The function of media is to improve the motivation, attention or interest of the students towards the listening process. Tape recorder as the audio media also has the essential role, especially in teaching listening. Tape recorder according to Sadiman et al (1986:53), one of the instructional media that cannot be neglected used to transfer the information.

The following are the functions of tape recorder as the instructional media. Based on Sadiman et al (1986:52).

1. It is the effective instrument to record.
2. It can be used several times and repeatedly.
3. It can be controlled by the teacher in teaching learning process.
4. To create instructional activities discussion, dramatization and listening activities.
5. It can arouse many learning activities.

Based on Arsyad (1997:45), the functions of tape recorder are as follows:

1. It is easy to operate
2. It can be copied for several purposes
3. It can be transferred information

Yet, tape recorder also has some limitations as an aid in teaching learning process. Based on Arsyad (1997:46), tape recorder has limitation in finding the location of information. If that information in the middle of the recording. It will spend the time to find it. It will be more difficult, if the tape recorder does not have counter number for each section.

In addition, the usage of tape recorder only can be used in which tape recorder is listened. It is believed that tape recorder is one of the instructional media that can help the students to achieve the aims of teaching learning process. By using tape

recorder the teachers are not necessary to pronounce some of unfamiliar words to the students again, the cassette used may provide more accurate pronunciation compared with the teachers, since it usually records the native speaker voice.

2.8.1 The Procedure of Teaching Listening Using Tape Recorder

There are a number of different ways in teaching listening. Teacher can set the procedure to make students can do the test easily.

The following are the common procedures how to use the listening exercises using tape recorder in teaching listening based on Lynch (1980:7). They are.

1. Read the exercise instructions
2. Play cassette. When it comes to a pause, press pause (or stop) on the cassette recorder.
3. Do the exercise as introduced.
4. Repeat the procedure for the next part of the recording.
5. Compare or check your answers.

In addition, based on Wahid (2000:8), the procedures in teaching listening using tape recorder are:

1. Ask the listener to listen to tape recorder for two turns of the text.
2. Play the tape recorder in ctt way and asks them to follow for two or three turns.
3. Play the tape recorder twice or three times or more and ask the learners to try in understanding the message of the text.
4. Give and explain the difficult words both their meaning and pronunciation.
5. Play it once again and ask them to listen it more carefully and seriously.
6. Ask them to practice it in pairs
7. Ask them to make a conclusion about the text.

English teacher should support the students during listening activities. It enable the students to predict more accurately. It means that positive feedback is also vital in teaching listening.

2.8.2 Some Problems Occurring in the Teaching of Listening Using Tape Recorder

Problems in teaching listening using tape recorder are often faced by the English teacher. It is related to some factors, they are:

- a. Messages on the radio or recorded on tape cannot be listened to at a slower speed. Students have to go with the speed of the voice they are listening to. They often miss the next part of the tape (Yagang,1993).
- b. Sounds, unclear sounds resulting from poor quality equipment can interfere with the listeners' comprehension (Yagang,1993).
- c. Tape recorder will be useless if the tape recorder has a poor speaker (Harmer,1998:99).
- d. It is hard for the teacher to replay the material with longer tape if the tape does not have counter number for each part or section (Harmer,1998:99).

Based on the observation in SMAN 4 Pasuruan, the teacher usually faced some problems such as unclear sounds, if the students did not have good concentration they would miss some parts of the material. However, tape recorder is still essential classroom aid. It gives the students valuable practice in listening and accurate pronunciation that is done by the native speaker in the cassette. By using tape recorder, it will make the variety in teaching listening to prevent students' boredom.



CHAPTER III RESEARCH METHOD

This chapter presents the methods used in this research. It covers research design, area determination method, respondent determination method, data collecting methods, documentation and data analysis method.

3.1 Research Design

The research design applied descriptive quantitative. The research is intended not to prove a hypothesis, but it is intended to describe the result of listening comprehension tested through tape recorder.

The procedures of this research were as follows.

1. Finding the problem
2. Determining the data resources
3. Collecting the primary data and the secondary data
4. Analyzing the collected data
5. Concluding the research results
6. Writing the research report

3.2 Area Determination Method

This research used purposive method to determine the research area. It means that the researcher tried to take some subjects of the research with certain intention that is to describe the listening comprehension ability of the students through tape recorder in the school. The area chosen was SMAN 4 Pasuruan. This was because teaching listening using tape recorder has been used by the English teacher in that school. In addition, the headmaster gave permission for the researcher to do the research.

3.3 Respondent Determination Method

Respondents are people who are able to respond or answer the question of a research instrument, whether it was in oral or written form (Arikunto, 2002:144). The respondents of this study were the second year students of SMAN 4 Pasuruan in the 2007/2008 academic year. This research used purposive method because it is hard for the researcher to arrange the schedule from the whole class that consisted of 6 classes. The researcher just intended one class to make it easier in arranging the schedule of the test. The respondents consist of 32 students, in class XI IPA 2. In other words, all of the students in that class were taken as the respondents of the research.

3.4 Data Collecting Method

There were two kinds of data in this research. The primary data and the secondary data. The primary data came from test and the secondary came from interview and documentation.

3.4.1 Test

Test is a set of questions that is used to measure skill, intelligent ability or talent of individual or groups (Arikunto, 2002:127). In this quantitative research, the test applied was achievement test. McMillan (1992:117) says that achievement test is able to measure what has been learned by the students (and intended to measure the progress of the students).

Arikunto (2002:127) divides the criterion of a good test into two, they are validity and reliability. A test is said to be valid if it can measure what is intended to measure. The validity of the test can be classified into content-validity, criterion-validity, construct-validity and face-validity (Hughes, 1994:42). In this research, the content-validity of the test was established. It was said to have content-validity if the test items covered the representative sample of the material of the language skill, with which it meant to be concerned. Another criterion of having a good test was reliability, a test is considered to be reliable if it gives consistent result whether the

same test is administered at different time (Fraenkel and Wallen, 1996:128). In this research, for listening test the teacher played the cassette 3 times if the students needed more to play, the teacher would play it.

In this research, the reliability coefficient of the test was investigated by applying Split-Half method, by applying Spearman-Brown formula.

$$r_{\frac{1}{2}} = \frac{2r_{xy}}{1+r_{xy}}$$

Note:

$r_{\frac{1}{2}}$ = reliability coefficient for half of the test items

Σxy = the total number of Odd items x Even items

Σx = the total number of Odd items

Σy = the total number of Even items

N = the total number of respondents

r_{11} = reliability for the whole items

(Taken from Arkunto, 1998:173)

In addition, to know the index of difficulty level of the items the following formula was used.

$$I = \frac{B}{N}$$

Note =

I= The Index of difficulty

B= The Number of correct answer

N= The Number of respondent taking the test

(Adopted from Sudjana, 1990:137).

Table 1. The Index of difficulty levels

The index of difficulty	Category
0.00-0.30	Difficult
0.31-0.70	Sufficient
0.71-1.00	Easy

(Adopted from : Sudjana, 1990:137)

Establishing the test reliability and finding out the difficulty level of the test items done after conducting test try out. Furthermore, the test try out carried out to know whether the time allocation was enough or not.

The test consisted of 20 items and it divided into two. They were filling gaps and True-False questions (identifying thing). Filling gaps consisted of 10 items and 10 True False questions. For the scoring, each correct item of filling gap answer was scored 5 and for each true-false answer was scored 5. Thus, the total score of the test items was 100. The time allocation was 90 minutes and the scorer of the test was the teacher.

The following are the table of listening comprehension test tested through tape recorder based on the indicator.

Table 2. Table of specification in listening comprehension test

Listening Ability	Number of test format		%
	True-False	Gap-Filling	
Understanding short narrative text	1, 2, 3, 4, 5, 6, 7 8, 9, 10		50
Understanding uncompleted information	-	11,12,13,14,15, 16,17,18,19,20	50
TOTAL			100%

3.4.2 Interview

Interview is a form of data collecting method in which questions are asked orally and the subjects' responses are recorded (McMillan, 1992:132). Interview is used to gather descriptive data in the subjects' own words (Bogdan, 1992:96). This research used free guided interview was conducted.

In this research, the interview was conducted with the English teacher of the second year students of SMAN 4 Pasuruan related to the process of teaching listening. The interview guide was written in Appendix 2. The interview guide consisted of nine questions.

3.4.3 Documentation

Documentation means a method that is used to get the data in the form of notes, transcript book, magazine and others (Arikunto, 2007:206). In this research, documentation was taken as the secondary data to get the data about the names and the numbers of the respondents.

3.5 Data Analysis Method

All the students' score of listening test were analyzed using descriptive statistics' method. Particularly one in percentage. The results were been classified in each category provided.

The formula was as follows

$$E = \frac{n}{N} \times 100\%$$

Note:

E = the percentage of the students

n = the student's listening test score

N = total items score

(Adopted from Ali, 1987:185)

The results of the data analysis were classified qualitatively based on the following score level.

Table 1. Classification of the Score Level

Score	Categorize
81 – 100	Excellent
70 – 80	Good
60 – 69	Fair
26 – 59	Poor
0 – 25	Failed

(Adopted from Nurgiantoro, 2001:399)

The steps in analyzing the data were as follows:

1. scoring the collected data
2. analyzing the result of the test statistically.
3. class.fying the result quantitatively based on the classification of scores levels.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The suggestions are proposed to the English teachers, the students and other researchers.

5.1 Conclusions

Based on the result of the data analysis and discussion in the previous chapter, there are two conclusions can be divided, general conclusions and specific conclusions. They are:

5.1.1 General Conclusion

In general, The listening comprehension ability tested through tape recorder of the second year students of SMAN 4 Pasuruan in the 2007/2008 academic year was good ($M = 70$).

5.1.2 Specific Conclusions

The specific conclusions were:

1. The listening comprehension ability tested through tape recorder in understanding short narrative text of the second year students of SMAN 4 Pasuruan in the 2007/2008 academic year was good ($M = 74$).
2. The listening comprehension ability tested through tape recorder in understanding incomplete information of the second year students of SMAN 4 Pasuruan in the 2007/2008 academic year was fair ($M = 63$).



5.2 Suggestions

Based on the finding, the following suggestions are given to the following people:

1. The English Teachers

The English teachers of SMAN 4 Pasuruan are suggested to give the students more exercises listening comprehension using tape recorder, mainly dealing with understanding incomplete information in order to help the students to answer the questions.

2. The Students

The students should be more active when the teacher tries to use tape recorder in teaching listening, because it offers interesting way that can increase the listener comprehension.

3. The Other Researchers

The other researchers are suggested to conduct a further research by applying tape recorder with different research design on other language skills or language component, such as a classroom action research on using tape recorder to improve the vocabulary ability.

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RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Method
<p>A Descriptive Study on the Second Year Students' Listening Comprehension Ability Tested through Tape Recorder at SMAN 4 Pasuruan in the 2007/2008 Academic Year</p>	<p>a. General problem: "How is the listening comprehension ability tested through tape recorder of the second year students at SMAN 4 Pasuruan in the 2007/2008 academic year?"</p> <p>b. Specific problems: 1. How is the listening comprehension ability tested through tape recorder in understanding short narrative text of the second year students at SMAN 4 Pasuruan in the 2007/2008 academic year?</p> <p>2. How is the listening comprehension ability tested through tape recorder in understanding incomplete information of the second year students at SMAN 4 Pasuruan in the 2007/2008 academic year?</p>	<p>Listening comprehension ability tested through tape recorder:</p>	<p>The scores of listening comprehension ability tested through tape recorder</p> <ul style="list-style-type: none"> - Understanding short narrative text - Understanding incomplete information 	<p>1. Respondents: The second year students of SMAN 4 Pasuruan in the 2007/2008 academic year</p> <p>2. Informant: The English teacher</p> <p>3. Documentation: The names of the respondents</p>	<p>1. Research Design -Descriptive study</p> <p>2. Area Determination Method -Purposive Method</p> <p>3. Respondent Determination Method -Purposive method</p> <p>4. Data Collection Method a. Primary Data: -test b. Supporting Data: -interview -documentation</p> <p>5. Data Analysis Method Descriptive statistic</p> $E = \frac{n}{N} \times 100\%$ <p>E-The percentage of the total score N-The total score n-The listening score of the total score</p>

Interview Guide

No.	Questions	Data resources
1.	What curriculum do you use in teaching English to the second year students of SMAN 4 Pasuruan?	The English teacher of the second year students of SMAN 4 Pasuruan
2.	What kind of English book do you use?	
3.	How are the students' attitudes toward the use of tape recorder in teaching learning activity?	
4.	How many times do you need to play the cassette for each exercises?	
5.	What kind of listening exercises do you usually apply? (filling gaps, True - False, short answer, etc)	
6.	What problem did the students usually have when they were having practice of listening using tape recorder?	
7.	How do you score the students' listening test result?	
8.	How is the procedure of teaching listening using tape recorder in your class?	
9.	How long do you usually teach listening?	

TEST ITEM**I. Text****“ Why do the Sun and the Moon Live in the Sky “**

Long time ago, there was no day. It was always dark and always summer. This was because the Kachina very powerful people had stolen the Sun and the Moon and locked them away in a box. In the light, Coyote and Eagle, two friends wandered the desert. Coyote and Eagle had always hunted together, but Coyote could not hunt anymore because he could not see at night. Coyote suggested that they went to find the Sun and the Moon and made them light up the world. Eagle was worried. He reminded Coyote that the Sun and the Moon were very strong and it was dangerous to try to trick them. In the end, Eagle agreed to help Coyote.

While the Kachina was sleeping, Coyote and Eagle crept into their village, stole the Sun and the Moon, and headed into the hills. Coyote told Eagle that he wanted to open the box containing the Sun and the Moon. Eagle said, “No”. They had to wait after their travels ended and opened it with their eyes closed. Coyote grumbled. He couldn't wait to see what was in the box. Finally, he grew so curious that he threw it open. The light of the Sun was so bright that it blinded Coyote's eyes. The Sun and the Moon laughed and flew far away up into the sky where they are today.

(Taken from: a Nigerian Folktale)

State (T) if the answer true or (F) if the answer false based on the listening text!

1. Long time ago there was no day. It was always dark only.
2. Kachina had locked the sun and the moon in the box.
3. Coyote and Eagle wandered the desert in the night.
4. Coyote could not hunt anymore because he could not see at night.
5. Coyote suggested that they want to find the Sun and the Moon.
6. While the Kachina was going, Coyote and Eagle crept into the village.
7. Coyote and Eagle stole the Sun and the Moon and they headed into the hills
8. Coyote ignored Eagle's suggestion.
9. Coyote's eyes were blind because of the light of the moon.
10. The Sun and the Moon laughed and flew up into the sky.

II. Fill the gaps using correct answer based on the listening text!

Why do hawks hunt chicks?

Well, this is the story. Long, long time ago, a hawk (... 11...) in love with a hen. The hawk (... 12...) down from the sky and asked the hen, "Will you marry me?" You know what? The hen loved the (... 13...), strong hawk in return and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may (... 14...) to fly as high as you. Then, we can fly together". The hawk agreed. Before he went away. He (... 15...) the hen a ring. "This is to show that you have (... 16...) to marry me." said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster (... 17...) the ring, he became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so (... 18...) at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was (... 19...) that he cursed the hen. "Why didn't you tell me earlier? Now, you'll always be (... 20...) the earth, and I'll be always flying above to catch your children." said the hawk.

(Taken from: Curriculum English SMA, J. B. Alter, M.A)

Answer Key**Part I.**

1. T
2. F
3. F
4. F
5. T
6. F
7. T
8. F
9. T
10. T

Part II.

11. Thirsty
12. Any
13. Straight
14. Tried
15. Flow out
16. Hard
17. Picking
18. Dropping
19. Filled
20. Working



The Results of Try Out Test of the Selected Year Students of SMAN 4

Pasuruan in the 2007/2008 Academic Year

No.	The Scores of Odd. (x) Item											Total	
	1	3	5	7	9	11	13	15	17	19	21		
1	1	0	1	1	1	0	0	1	1	1	0	1	7
2	1	1	1	1	0	1	1	1	1	1	1	1	9
3	1	1	1	1	1	1	1	0	1	1	1	9	
4	1	0	1	1	0	0	0	0	1	1	1	5	
5	1	1	1	1	1	0	1	0	1	1	1	8	
6	1	1	1	1	0	0	0	0	1	1	1	5	
7	1	1	1	1	1	1	1	0	1	1	1	9	
8	1	1	1	0	1	0	0	0	1	1	1	6	
9	1	1	1	1	1	1	1	0	1	1	1	8	
10	1	1	1	1	1	0	1	1	1	1	1	9	
11	1	0	1	1	1	1	1	0	1	1	0	7	
12	1	1	1	1	1	0	1	1	1	1	1	8	
13	1	1	1	1	1	0	1	0	1	0	0	7	
14	1	1	1	1	0	1	1	1	1	1	1	9	
15	1	0	1	1	1	1	1	0	1	1	1	7	
16	1	0	1	0	1	0	1	0	1	1	1	6	
17	1	0	1	1	1	1	0	1	1	1	0	7	
18	1	0	1	1	1	0	1	1	1	1	1	8	
19	1	1	1	0	1	1	1	0	1	1	1	8	
20	1	1	1	1	1	1	0	1	1	1	1	9	
21	1	1	1	1	1	1	1	0	1	1	1	9	
22	1	1	1	0	1	1	0	0	1	1	1	7	
23	1	1	1	1	1	1	0	1	1	1	1	8	
24	1	0	1	0	1	1	1	0	1	1	1	6	
25	1	1	1	1	1	1	1	0	1	0	0	7	
26	1	1	1	1	1	1	1	1	1	1	1	10	
27	1	1	1	1	1	1	1	0	1	1	1	8	
28	1	0	1	1	1	1	0	0	1	1	1	6	
29	1	1	1	1	1	1	0	1	1	1	1	9	
30	1	0	1	1	1	1	1	0	1	1	1	8	
31	1	1	1	0	0	1	1	0	1	1	1	7	
Total	31	21	27	25	26	21	23	9	26	27	26	236	
p		0,67	0,87	0,8	0,83	0,67	0,74	0,2903	0,83	0,87	0,87		
q		0,33	0,13	0,2	0,17	0,33	0,26	0,7097	0,17	0,13	0,13		

No.	The Scores of Even (y) Item											Total
	2	4	6	8	10	12	14	16	18	20	22	
1	0	1	1	1	1	1	0	0	1	0	0	6
2	0	1	0	1	1	1	0	0	1	1	0	6
3	0	1	1	0	1	1	0	0	1	0	0	5
4	1	1	0	1	1	1	0	1	1	0	0	7
5	0	1	0	1	0	1	1	0	1	0	0	5
6	0	1	1	1	0	1	0	1	1	0	0	7
7	0	0	1	1	1	1	0	1	1	0	0	6
8	1	0	1	1	1	1	1	1	0	0	0	7
9	0	1	1	1	1	1	0	1	1	0	0	6
10	0	1	1	1	1	1	0	0	1	1	0	7
11	0	1	1	1	1	1	0	1	0	1	0	6
12	1	0	1	1	1	1	0	1	1	0	0	7
13	0	1	0	1	1	1	1	1	1	1	1	7
14	0	1	1	1	1	1	0	0	1	1	0	6
15	1	1	1	0	1	1	0	0	1	0	0	5
16	1	1	1	1	0	1	0	1	0	0	0	6
17	1	0	1	0	1	1	1	1	1	1	1	7
18	1	1	0	0	1	1	1	0	0	1	0	6
19	0	1	1	1	1	1	0	1	0	1	0	6
20	0	1	1	1	1	1	0	1	1	0	0	6
21	0	1	0	1	1	1	0	0	1	0	0	7
22	0	0	1	1	1	1	1	1	1	1	1	7
23	0	1	1	0	1	1	0	1	1	1	0	6
24	1	1	1	1	1	1	0	1	1	1	0	6
25	0	1	1	1	0	1	1	1	0	1	0	6
26	0	1	1	1	1	1	0	0	1	1	1	7
27	0	0	1	1	1	1	1	1	1	0	0	6
28	1	0	1	1	1	1	1	1	1	0	0	6
29	0	0	1	1	1	1	0	1	1	1	1	7
30	1	0	1	1	1	1	0	1	1	1	1	8
31	0	0	1	1	1	1	1	1	1	0	0	6
Total	10	21	25	26	27	16	9	21	25	15	201	
p		0,32	0,67	0,8	0,83	0,87	0,58	0,32	0,67	0,8	0,48	
q		0,68	0,33	0,2	0,17	0,13	0,42	0,68	0,33	0,2	0,52	

Note:
 p = proportion of the students who give the correct response
 q = proportion of the students who give the incorrect response

The Division of Odd-Even Score of Try Out Results

No.	Odd (x)	Even (y)	X ²	Y ²	xy
1	7	6	49	36	42
2	9	6	81	36	54
3	9	5	81	25	45
4	5	7	25	49	35
5	8	5	64	25	40
6	5	7	25	49	35
7	9	6	81	36	54
8	6	7	36	49	42
9	8	6	64	36	48
10	9	7	81	49	63
11	7	6	49	49	49
12	8	7	64	49	56
13	7	7	49	49	49
14	9	7	81	49	63
15	7	5	49	25	35
16	6	6	36	36	36
17	7	7	49	49	49
18	8	6	64	36	48
19	8	6	64	36	48
20	9	6	81	36	54
21	9	7	81	49	63
22	7	7	49	49	49
23	8	6	64	36	48
24	6	8	36	64	48
25	7	6	49	36	42
26	10	7	100	49	70
27	8	6	64	36	48
28	6	8	36	64	48
29	9	7	81	49	63
30	8	8	64	64	64
31	7	6	49	36	42
Total	236	201	1846	1436	1588

Reliability Coefficient of Try Out

$$\begin{aligned}
 r_{xy} &= \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}} \\
 &= \frac{(31)(1588) - (236)(201)}{\sqrt{\{(31)(1846) - (236)^2\} \{(31)(1436) - (201)^2\}}} \\
 &= \frac{49228 - 47435}{\sqrt{(57226 - 55696)(44516 - 40401)}} \\
 &= \frac{1792}{\sqrt{6295950}} \\
 &= \frac{1792}{2501.17} \\
 &= 0.71
 \end{aligned}$$

Moment Product Formula

$$\begin{aligned}
 r_{11} &= \frac{2 \times r_{xy}}{1 + r_{xy}} = \frac{2 \times 0.71}{1 + 0.71} = \frac{1.43}{1.71} \\
 &= 0.83
 \end{aligned}$$

Spearman Brown Formula

Note:

r_{xy} = Reliability coefficient for half of the test item

$\sum xy$ = The total number of Odd items x Even items

$\sum x$ = The total number of Odd test items

$\sum y$ = The total number of Even items

N = The number of respondents

r_{11} = Reliability for the whole items

The try out analysis of items difficulty of listening comprehension test tested through tape recorder

No.	N	B	I	Category
1.	31	31	1	Easy
2.	31	21	0.67	Sufficient
3.	31	27	0.87	Easy
4.	31	25	0.8	Easy
5.	31	26	0.83	Easy
6.	31	21	0.67	Sufficient
7.	31	23	0.74	Easy
8.	31	9	0.29	Difficult
9.	31	26	0.83	Easy
10.	31	27	0.87	Easy
11.	31	10	0.32	Sufficient
12.	31	21	0.67	Sufficient
13.	31	25	0.8	Easy
14.	31	26	0.83	Easy
15.	31	27	0.87	Easy
16.	31	18	0.58	Sufficient
17.	31	9	0.29	Difficult
18.	31	21	0.67	Sufficient
19.	31	25	0.8	Easy
20.	31	15	0.48	Sufficient

The Results of Test of the Second Year Students of SMAN 4 Pasuruan in the 2007/2008 Academic Year

No.	The Scores of Odd (x) Item												TOTAL
	1	3	5	7	9	11	13	15	17	19	19	TOTAL	
1	0	1	1	1	0	1	1	1	1	0	0	6	
2	1	1	1	1	0	1	1	1	1	1	1	9	
3	0	1	1	1	0	1	1	1	0	1	1	7	
4	0	1	1	1	1	1	1	1	0	1	1	8	
5	0	1	1	0	0	1	1	1	0	1	1	6	
6	0	1	1	0	0	1	1	1	0	0	1	5	
7	1	1	1	1	1	1	1	1	1	1	1	10	
8	1	1	1	0	0	0	1	0	0	0	0	4	
9	1	1	1	1	1	0	1	1	1	1	1	9	
10	1	1	1	1	1	1	1	1	1	0	0	9	
11	1	1	1	1	1	1	1	1	0	1	1	9	
12	0	1	1	1	0	1	1	1	1	0	1	7	
13	0	1	1	0	0	0	1	1	0	0	0	4	
14	1	1	1	1	0	1	1	1	1	0	1	10	
15	1	1	1	1	0	1	1	1	1	0	0	9	
16	1	1	1	0	0	1	1	1	1	0	0	9	
17	0	1	1	0	0	1	1	1	1	1	1	6	
18	0	1	1	1	0	1	1	1	0	1	1	7	
19	1	1	1	1	0	1	1	1	0	1	1	8	
20	1	1	1	1	0	1	1	1	0	1	1	8	
21	0	0	1	0	1	1	1	1	0	0	0	5	
22	0	1	1	0	1	1	1	1	1	0	0	7	
23	0	1	1	1	1	0	1	1	1	0	1	7	
24	0	1	1	1	1	1	1	1	1	1	1	9	
25	0	1	1	1	1	1	1	1	1	1	1	9	
26	1	1	1	1	1	1	1	1	1	1	1	10	
27	0	1	1	1	0	1	1	1	1	1	1	8	
28	1	1	1	1	0	1	1	1	0	1	1	8	
29	0	1	1	1	0	1	1	0	0	0	0	5	
30	0	1	1	1	0	1	1	1	1	1	1	8	
31	0	1	1	1	0	1	1	1	0	0	0	6	
32	1	1	0	0	0	1	1	1	0	1	1	6	
Total	20	21	31	23	11	27	32	30	15	18	18	238	
p	0.63	0.67	0.97	0.74	0.35	0.87	1	0.94	0.47	0.50	0.50		
q	0.37	0.33	0.03	0.26	0.65	0.13	0	0.06	0.53	0.44	0.44		

Note
 p = proportion of the students who give the correct response
 q = proportion of the students who give the incorrect response

No.	The Scores of Even (y) Item																TOTAL
	2	4	6	8	10	12	14	16	18	20	20	20	20	20	20	TOTAL	
1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	6	
2	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	6	
3	1	1	1	0	1	0	0	1	0	1	0	1	0	1	1	6	
4	0	1	1	0	1	0	1	0	1	0	1	1	0	0	0	5	
5	1	1	1	0	1	0	1	0	0	1	0	1	0	1	1	6	
6	1	1	1	0	1	0	1	0	0	1	0	1	0	1	1	6	
7	1	1	1	0	1	0	1	1	0	1	0	1	0	1	1	7	
8	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	7	
9	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	7	
10	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	6	
11	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	6	
12	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	6	
13	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	7	
14	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	8	
15	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	6	
16	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	5	
17	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	7	
18	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	7	
19	0	1	1	0	1	1	1	1	0	1	0	1	1	0	1	6	
20	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	7	
21	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	6	
22	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	7	
23	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	6	
24	1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	6	
25	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	6	
26	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	7	
27	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	7	
28	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	7	
29	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	7	
30	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	6	
31	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	7	
32	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	7	
Total	28	29	26	20	27	6	18	26	8	18	26	8	18	26	18	206	
p	0.86	0.81	0.81	0.63	0.84	3.25	0.56	0.81	0.25	0.56	0.81	0.25	0.56	0.81	0.25	0.56	
q	0.13	0.19	0.19	0.38	0.16	3.75	0.44	0.19	0.75	0.44	0.19	0.75	0.44	0.19	0.75	0.41	

The Division of Odd-Even of Test Result

No.	Odd (x)	Even (y)	X ²	Y ²	xy
1	6	6	36	36	36
2	9	6	81	36	54
3	7	6	49	36	42
4	8	5	64	25	40
5	6	6	36	36	36
6	5	6	25	36	30
7	10	7	100	49	70
8	4	7	16	49	28
9	9	7	81	49	63
10	9	6	81	36	54
11	9	6	81	36	54
12	7	7	49	49	49
13	4	7	16	49	28
14	10	8	100	64	80
15	5	6	25	36	30
16	9	5	81	25	45
17	6	7	36	49	42
18	7	6	49	36	42
19	8	7	64	49	56
20	8	6	64	36	48
21	5	7	25	49	35
22	7	6	49	36	42
23	7	6	49	36	42
24	9	6	81	36	54
25	9	6	81	36	54
26	10	7	100	49	70
27	8	7	64	49	56
28	8	7	64	49	56
29	5	7	25	49	35
30	8	6	64	36	48
31	6	7	36	49	42
32	6	7	36	49	42
Total	238	206	1864	1340	1557

Reliability Coefficient of Test

$$\begin{aligned}
 r_{\frac{r}{2}} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}} \\
 &= \frac{(32)(1557) - (238)(206)}{\sqrt{\{(32)(1864) - (238)^2\} \{(32)(1340) - (206)^2\}}} \\
 &= \frac{49824 - 49028}{\sqrt{(59648 - 56644)(42880 - 42436)}} \\
 &= \frac{796}{\sqrt{1333776}} \\
 &= \frac{796}{1154.89} \\
 &= 0.68
 \end{aligned}$$

Moment Product Formula

$$\begin{aligned}
 r_{11} &= \frac{2 \times r_{xy}}{1 + r_{xy}} = \frac{2 \times 0.68}{1 + 0.68} = \frac{1.36}{1.68} \\
 &= 0.81
 \end{aligned}$$

Spearman Brown Formula

Note:

$r_{\frac{r}{2}}$ = Reliability coefficient for half of the test item

$\sum xy$ = The total number of Odd items x Even items

$\sum x$ = The total number of Odd test items

$\sum y$ = The total number of Even items

N = The number of respondents

r_{11} = Reliability for the whole items

**The test analysis of items difficulty of listening comprehension test tested
through tape recorder**

No.	N	B	I	Category
1.	32	20	0.63	Sufficient
2.	32	31	0.97	Easy
3.	32	31	0.97	Easy
4.	32	23	0.74	Easy
5.	32	11	0.35	Sufficient
6.	32	27	0.87	Easy
7.	32	32	1	Easy
8.	32	30	0.94	Easy
9.	32	15	0.47	Sufficient
10.	32	18	0.56	Sufficient
11.	32	28	0.88	Easy
12.	32	26	0.81	Easy
13.	32	26	0.81	Easy
14.	32	20	0.63	Sufficient
15.	32	27	0.84	Easy
16.	32	8	0.25	Difficult
17.	32	18	0.56	Sufficient
18.	32	26	0.81	Easy
19.	32	8	0.25	Difficult
20.	32	19	0.59	Sufficient

THE NAME OF RESPONDENTS

Class : XI IPA 2

No.	Name
1.	Ari Ismainanto
2.	Ari Marga B.
3.	Ayu Dwi Mestika Rizki
4.	Bayu Kristanto
5.	Desy Narmayanti
6.	Eka Agustarini
7.	Eko Firmansyah
8.	Fitri Puspita Ningsih
9.	Fitrya Nur'Azizah
10.	Harya Prananda
11.	Ifa Rosyidah
12.	Intan Pratiwi
13.	Khunainah
14.	M. Hefni Wicaksono
15.	Mamuk Hidayati
16.	Meiranda Fitri T.
17.	Mira Nur Intan
18.	Moch. Gabrella A.
19.	Moch. Ali Sultan
20.	Mubamad Syamsul A.
21.	Naimah
22.	Nur Hafmah
23.	Nur Riska Hamidah
24.	Nurul Huda
25.	Priza Hermawan
26.	Qociatul Fathia
27.	Rani Dermayanti
28.	Saiful Hidayat
29.	Siti Mauidah
30.	Slamet Fatkhulloh
31.	Susi Utama Septiana
32.	Temasni Meriem P.



DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegallomba Kotak Pos 162 Jelp./Fax (0331) 334988 Jember 68121

Nomor : 7003 /J25.1.5/PL.5/2006

Jember, 25 Desember 2006

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth . Kepala SMAN 4 Pasuruan
di.
Tempat.

Dekan Fakultas Keguruan dan Pendidikan Universitas Jember menerangkan bahwa mahasiswa tersebut dibawah ini :

Nama : Nur Hikmah Indriani
Nim : 020210401203
Jurusan/Program : PBS/ P. BAHASA INGGRIS

Berkenaan dengan penyelesaian studi, mahasiswa tersebut di atas bermaksud melaksanakan penelitian di lembaga yang saudara pimpin dengan judul :

A DESCRIPTIVE STUDY ON THE SECOND YEAR STUDENTS' LISTENING COMPREHENSION ABILITY USING TAPE RECORDER AT SMAN 4 PASURUAN IN THE 2006/2007 ACADEMIC YEAR

Sehubungan dengan hal tersebut, kami mohon berkenaan saudara agar memberikan ijin dan sekaligus bantuan informasi yang diperlukannya.

Demikian permohonan ini kami sampaikan. Atas berkenaan dan kerjasamanya, kami ucapkan terima kasih.



a.n. Dekan

Asst. Dekan I

Prof. Sriwik Eko Bindarti, M. Pd

NIP : 131 475 844



PEMERINTAH KOTA PASURUAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 4 PASURUAN
Jalan Hasanudin No. 76 Telp. (0343) 422522
PASURUAN

Kode Pos 67131

SURAT KETERANGAN

Nomor : 421 / 177 / 423.112.14 / 2007

Yang bertanda tangan di bawah ini :

Nama : Drs. TAUFIKURRACHMAN
N I P : 130 927 363
Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama : NUR HIKMAH INDRIANI
Mahasiswa dari FKIP Universitas Negeri Jember

telah melakukan penelitian (Listening) pada kelas XI IA-2 dengan media Tape Recorder.
Dari tanggal 23 Agustus 2007 s.d 28 Agustus 2007

Surat Keterangan ini dipergunakan :

Sebagai Lampiran / Kelengkapan Skripsi

Demikian *Surat Keterangan* ini diberikan untuk dipergunakan seperlunya.



Pasuruan, 17 Oktober 2007

Kepala Sekolah,



Drs. Taufikurrachman
130 927 363