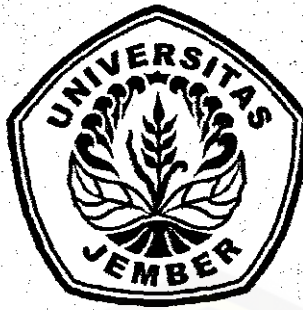




**A DESCRIPTIVE STUDY ON THE EIGHT GRADE
STUDENTS' LISTENING ABILITY TESTED THROUGH
PICTURE FILES AT SMPN 1 TEGALDLIMO BANYUWANGI
IN THE 2006/2007 ACADEMIC YEAR**

THESIS

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

By:

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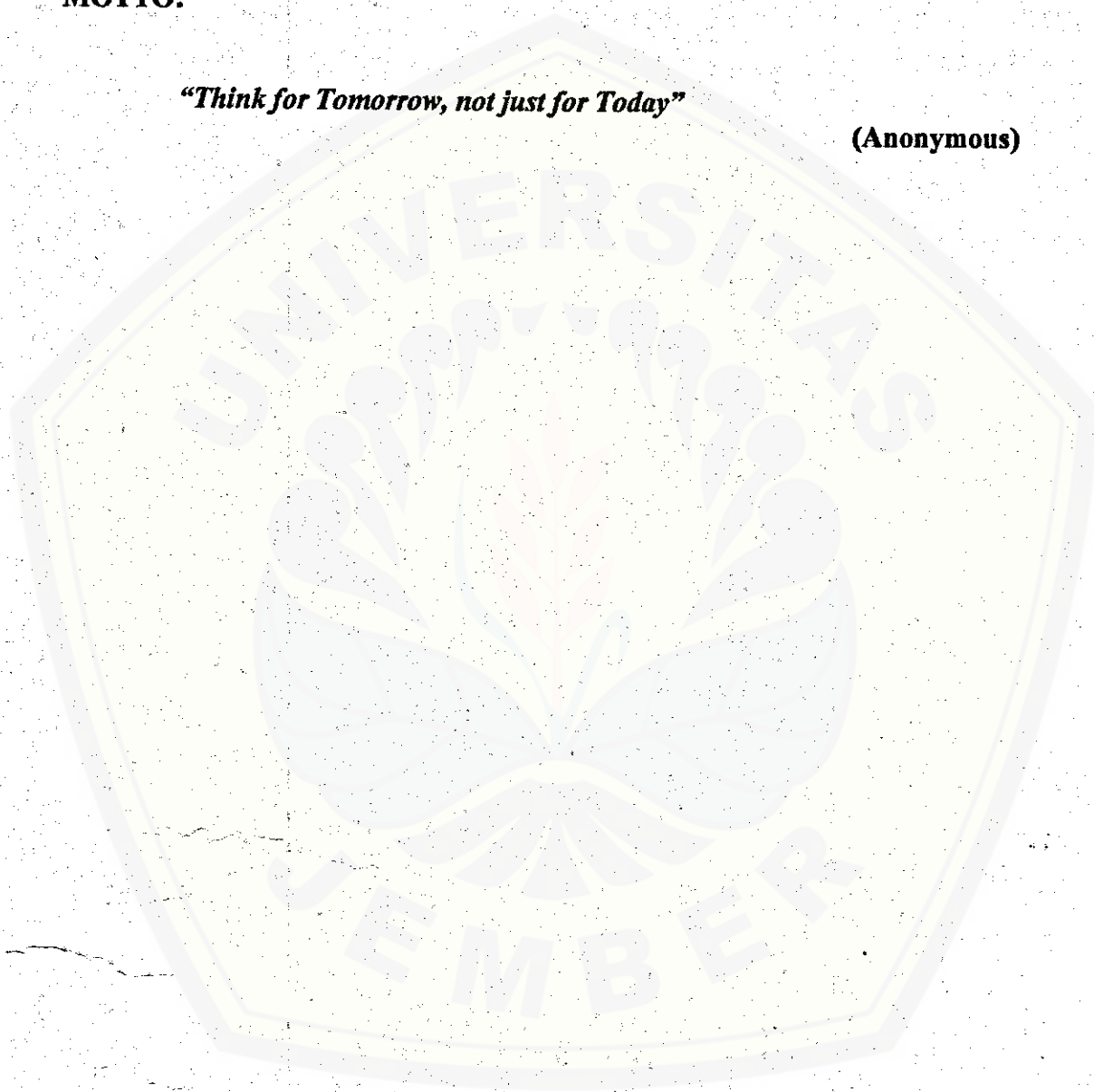
**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2006

MOTTO:

“Think for Tomorrow, not just for Today”

(Anonymous)



DEDICATION

1. The owner of human life, Allah SWT. Thank you for keeping me in your blessed way of life.
2. My honorable parents, Husin Ali Baharmi and Hudaya Syamlan. Thank you so much for your love, attention and patience.
3. My beloved brother and sister, Rifki and Inas Thahirah. I love you so much.
4. Herlina Widyawati. Thanks for everything wonderful we've had. May Allah permit us to become what we imagine.
5. My best friend I've ever had, Happy Rahardjo. Thanks for our marvelous friendship.
6. Nina Sutrisno. Thanks for the invaluable helps.
7. My friends in the 2000 level. Tutik, Andis, Andik, Vha, Diandra, Vita, Marini, Rudi, Wayan, Ugik. Thanks for unforgettable memories we have ever passed through in delight and misery.
8. Belitung Raya 40 community, Dankz, Joenuph, Gemboel, Lusan, Dhor, Dhon, Bambang. Keep in touch, guys!
9. My best partner, P 5051 UT. Thanks for accompany me in any condition.
10. My almamater.

CONSULTANTS APPROVAL SHEET

A Descriptive Study on the Eight Grade Students' Listening Ability Tested
through Picture Files at SMPN I Tegaldlimo Banyuwangi in the 2006/2007

Academic Year

Thesis

Presented to fulfil one of the requirements to obtain S 1 Degree
at English Education Program of Language and Art Education Department
of Faculty of Teacher Training and Education,
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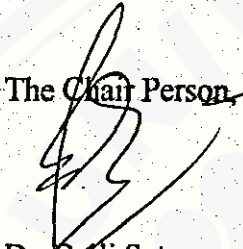
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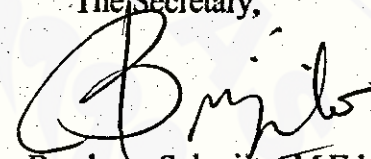
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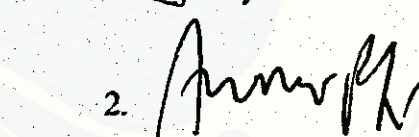
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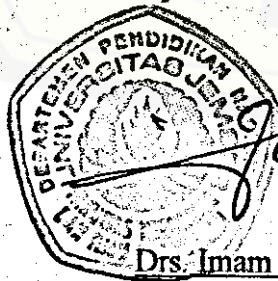
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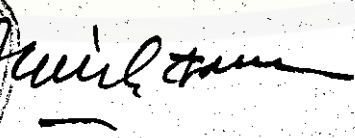
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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, who always leads and provides me with His blessing, mercy and grace, so it is possible for me to finish this thesis. My deepest gratitude is also due to:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Department;
3. The first and second Consultants, who have guided and corrected and given their patience in the process of writing this thesis;
4. The Headmaster of SMPN I Tegaldlimo Banyuwangi;
5. The English teachers and the eight grade students of SMPN I Tegaldlimo Banyuwangi;
6. My family and all of my fellows.

Finally, I have done the best for this thesis. However, I expect that it will be useful not only for my self but also for readers.

Jember, October 2006

The Writer

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ABSTRACT

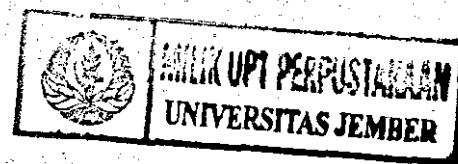
Nayif, October 2006, A Descriptive Study on the Eight Grade Students' Listening Ability Tested through Picture Files at SMPN 1 Tegaldlimo Banyuwangi in the 2006/2007 Academic Year.

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

The Consultants: (1) Drs. Annur Rofiq, MA., MSc
(2) Drs. Bambang Suhardjito, MEd

Key Words : Listening Ability, Picture Files

There are some activities that can be done in order to improve listening ability and using pictures in the teaching techniques is one of them. For that reason, this research was intended to describe the eight grade students' listening ability tested through picture files at SMPN 1 Tegaldlimo Banyuwangi in the 2006/2007 academic year. The research design was descriptive quantitative. The respondents which has been determined by cluster random sampling by lottery consist of 45 students. The primary data were obtained by listening test and the collected data were analysed by the percentage formula. Documentation and interview were used to collect the supporting data. From the data analysis, it could be concluded that the eight grade students' listening ability through picture files was good ($M = 68,4\%$). Based on the indicators, the results are as follows. On the average, the eight grade students' ability in understanding individual pictures was fair (50.3%), the eight grade students' ability in understanding composite pictures was good (70.4%) and the eight grade students' ability in understanding pictures in series was good (78,6%). Based on the results, it is suggested to the English teacher that she should use pictures consistently as media of teaching listening ability. In this way, the teaching learning process of listening can be more understandable and interesting and give more exercises to the students to increase listening ability, especially in understanding individual pictures.



I. INTRODUCTION

1.1. Background of the Research

As an international language, English is taught in Indonesian schools from elementary school, Junior High School until University or college. However, the teaching learning of English seems to face a big problem since most of the students are afraid of studying English. They think that English is very difficult to study. Realizing this, there should be some ways to solve the problem. If the problem is not solved, the purpose of the teaching learning English will not be achieved successfully.

To know the success of the teaching learning English, a simple observation can be applied. It is to know how far the students can use English during the teaching learning process. If most of the students can master the topics taught by the teacher, it can be said that the teaching learning process run successfully. Further more, the success of teaching learning English is usually seen or measured from the way the students use it in a real communication.

According to the 1994 curriculum, the instructional objectives of teaching the English language at junior high school are to help the students master the four language skills: listening, speaking, reading, and writing (Depdikbud; 1996:3). In the classroom, the English teaching learning process should be achieved to the mastery of the four language skills. The skills can be divided into receptive and productive skills. The receptive skills consist of reading and listening. The productive skills consist of speaking and writing.

Nowadays, English is taught to the elementary school as a local content subject. It means that if the school has provided the English teacher and enough facilities, such as English books, a classroom, media, language laboratory, etc that support the appropriate atmosphere for the teaching and learning process, English is ready to be introduced to the students as their local content subject.

There are many factors involved to make the teaching of English especially listening successful. In teaching listening, the use of media is very useful to help teachers present the lessons more easily and also make the students

become more active in the teaching learning process. In listening, students should be active, not passive. That is why listening is considered as an active process, not a passive one. It means that listening involves more than giving a passive attention to what is said. There are many activities that students can do when they are listening such as asking questions, comment on the information, takes appropriate notes about the lesson, etc.

Teachers have to be more creative in teaching listening because many problems can happen to the students, such as unfamiliar with the English words spoken by their English teacher, or afraid of making mispronunciation or misspelling of their spoken English. To succeed in teaching listening, teachers have to have some techniques of teaching listening. Roestiyah (1991:1) states that in teaching learning process teachers have to master the strategy or techniques of teaching so that students can study in effective way and reach their goals of study.

Listening is the skill which needs more attention than the others. In line with this, Vandergrift (1999:168) says that listening is a hard work, and deserves more analysis and report. In addition, Scott and Ytreberg (1994:22) note that we have to concentrate very hard when we are listening especially for young learners because they have a very short attention span. According to Hatchett and Hughes (1956:121), there are some factors that can influence pupils' concentration on listening. They are: uninteresting presentation, poor organization of ideas, a voice that is monotonous, or too high or too low, and so on. Based on these reasons we can draw a conclusion that teacher's presentation has a big influence in attracting the students to learn. If the students are interested in listening to the material, he will concentrate and listen to the material carefully.

Before presenting the materials, teacher should select and create a teaching technique carefully. One of them is by using media. The technique should not be contradiction to the students' characteristics, i.e., the students of junior high school are still young and have young learner's characteristics. It means that they still like to learn something fun for them that will invite them to get involved in interesting activities such as playing games and listening to stories. These kinds of

activities will create a good condition of teaching learning process that makes the students more interested in the subject being taught.

One of the techniques that the teacher may use is teaching by using media. It is considered to be very useful especially for the foreign language learning, because it can make the lesson more interesting. Besides, it also functions as one of the aids to help and facilitate the students to understand the materials. The media that can be used is from visual materials and authentic materials. The examples of visual materials are pictures, graphs, diagrams, maps, etc. However, this research will only focus on teaching using media from the visual material that is picture, which is arranged based on certain classification that are called picture files.

In SMPN I Tegaldlimo Banyuwangi, the teaching learning process of English especially in listening has already used media that is picture. Teachers give some pictures to the students and then ask the students to look at the picture carefully. Then, teachers give exercises dealing with the picture. The exercises that are commonly given include: ordering sentences based on the pictures in series, gap filling, etc. Then teachers asked the students to do the exercises. After that, they discuss the answers with the class.

Based on the explanation above, the writer wants to know the students' ability in listening to English story about detailed information of daily activities.

1.2. Problem of the research

Based on the background of this study, the problem is formulated as follows:

a. General Problem:

"How is the eight grade students' abilities in listening to detailed information through picture files at SMPN I Tegaldlimo Banyuwangi in the 2006/2007 academic year?"

b. Specific Problems:

1. How is the eight grade students' ability in listening to detailed information through Individual pictures?
2. How is the eight grade students' ability in listening to detailed information through composite pictures?
3. How is the eight grade students' ability in listening to detailed information through pictures in series?

1.3. Operational Definition of Key Terms

In order to avoid misunderstanding between the writer and readers, operational definition of key terms is given. The terms that are necessary to be defined operationally are (1) listening abilities and (2) Picture files

1.3.1. Listening Abilities

In this research, listening abilities mean the ability of students to listen to detailed information of English stories which are represented in the form of listening test score.

1.3.2. Picture files

In this research, picture files refer to a file of pictures in the form of individual pictures, composite pictures and picture in series which are obtained from books and magazines etc.

1.4. Objective of the Research

There were two objectives in this research. They were as follows:

1.4.1 General Objective

In general, this research was intended to describe the eight grade students' listening ability through picture files at SMPN I Tegaldlimo Banyuwangi in the 2006/2007 academic year.

1.4.2 Specific Objectives

Specifically, the research objectives were as follows:

1. To describe the students' ability in listening to detailed information through individual pictures at SMPN I Tegaldlimo Banyuwangi in the 2006/2007 Academic Year.
2. To describe the students' ability in listening for detailed information through composite pictures at SMPN I Tegaldlimo Banyuwangi in the 2006/2007 Academic Year.
3. To describe the students' ability in listening for detailed information through pictures in series at SMPN I Tegaldlimo Banyuwangi in the 2006/2007 Academic Year.

1.5. Significance of the Research

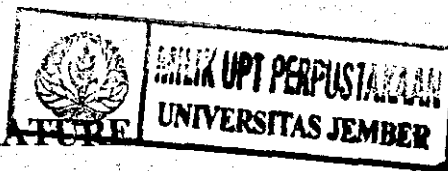
The result of this research is hoped to give advantages for the following people:

a. The English teacher

For the English teacher of SMPN I Tegaldlimo Banyuwangi, the result of the research will give information about the students' ability in listening to detailed information of English story about daily activities through picture files. From the information, teachers can develop technique in teaching listening in order to improve the students' ability in listening to detailed information of English story about daily activities. Teachers can also conduct a research based on this information, on improving students' listening comprehension achievement by using Classroom Action Research design.

b. The other Researchers

For other researchers, the result will give an input or information to conduct other researches with the same topic by using different designs.



II. REVIEW OF LITERATURE

2.1. Listening Skill

Listening is considered as the basic and the most often used skill of the four language skills. Research has demonstrated that adults spend 40 – 50% communication time on listening, 25 – 30% on speaking, 11 – 16% on reading, and about 9% on writing (Rivers in Vandergrift, 1999: 169). Wahjuningsih (2002: 123) adds that students listen more than they speak, reads, or write in the classroom. Most of the time, they are listening to the teacher. Indeed, listening is the most often activities that people do in their daily life communication. Moreover, Jalongo (1992: 68-69) states that there are two reasons why listening is so important. The reasons are:

- a. Listening is the earliest language ability to emerge.

Besides affecting the infant's mood or physical behavior, listening precedes the other language arts because it is the foundation for speaking, reading, and writing (Jalongo, 1991)

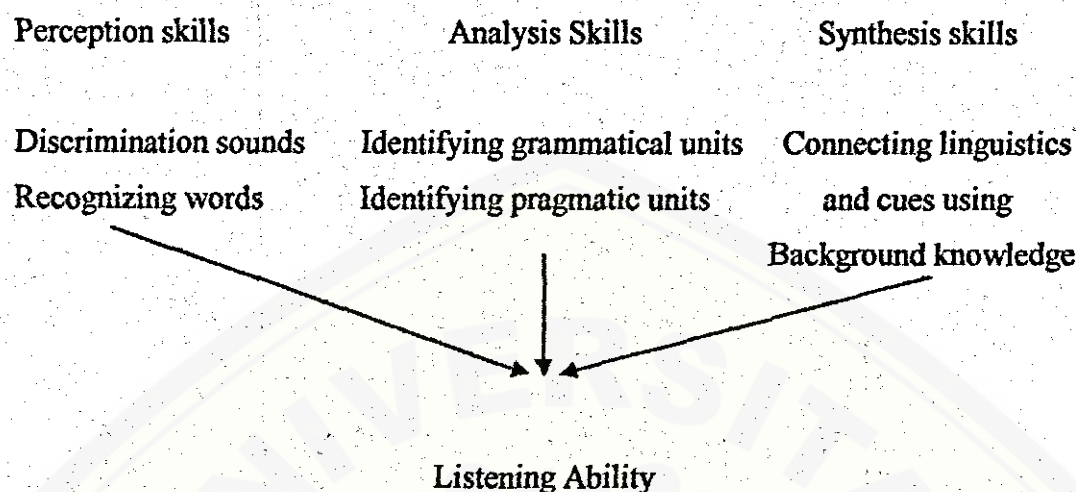
- b. Listening is the most frequent language behavior.

Researchers report that elementary school spend 60 percent of their in – school time listening, and 30 percent of that time is spent on listening to one person: the teacher (strother, 1987 ; Wilt, 1950).

From the statement above, it can be said that listening is an essential part of communication functioning as a basis to second language learning.

As in writing and speaking, listening requires certain skills, which must be mastered. Rost (1991: 3) states that the skills in listening can be diagramed as follows:

Diagram 1: The Listening Skills



From the diagram, it can be seen that the successful listening involves an integration of some skills, namely perception skills, analysis skills and synthesis skills.

Fisher and Terry (1977: 130) divide the listening skill into five. They are noting details, following direction, organizing into the main idea, selecting specific information, detecting clues that show the speaker's trend of thought. Within the organization of daily classroom learning experiences, children can be taught to note details, determine main ideas, select the most useful and pertinent information about a topic and follow directions. They can detect clues that print out the speaker's trend of taught or draw inferences from what has been said. If a group of students is listening to a cassette recording of a children's book, the teacher can guide a discussion of the story. A planned series of questions can involve children in identifying significant details. A discussion may center on the main ideas of the story or the author's purpose in writing the story.

In addition, Hamied et al (1995: 296) divide the listening skill into four parts of sub skills namely ability to find the main idea of short-spoken text, ability to find the detailed information, ability to recheck the information before listening process, comparing to the result of listening task and ability to know the phonetic feature. However, they suggest teachers to give more emphasis on the ability to

find the main idea of simple short-spoken text and ability to find the detailed information in the teaching of listening.

2.2 Listening for Detailed Information

Norton (1990:124) says that students often have trouble in differentiating between important and insignificant details. Although it is difficult for the students, but listening for detailed information is the most important skill for the students because it covers a very wide range of listening activities. Besides, it can be used to check what the pupils know and can also be used to give new information (Scott and Yteberg, 1994:24). The examples of the activities are putting things in order, listen and color, filling in missing information, etc. By doing these activities the teacher is able to check his students' understanding on the lesson given and be able to evaluate his teaching technique.

Based on the ideas above, it is necessary to present listening for the detailed information to the students, though they often experience difficulties. In this case, teachers can help their students understand the information by giving an explanation about the details. These are not different from the supporting details in a piece of writing.

Hennings (1997:152) says that there are some tasks that should be done, in preparing or conducting listening activities for detailed information. Some of them are creating charts, graphs, or other visuals such as pictures that will be used by the researcher in this research.

2.3. The Factors Affecting the Students' Ability in Listening

Goh (1997: 365) describes the factors that affect the students' ability in listening. They are as follows:

- a. Phonological modification, such as: link up, stress.
- b. Familiar and unfamiliar vocabulary.
- c. Speech rate.
- d. Type of input, such as: natural speech and conversation.
- e. Good and bad times for listening.

- f. Interest in topic and purpose of listening.
- g. Existing knowledge and experience,
- h. Physical factors, such as: noise and fatigue.
- i. Length and structure of sentence.

Moreover, Tarigan (1994:98) said that there are some factors which influence listening. They are:

1. Physical factor

The physical conditions of the listener are the important factor that should be considered because it can influence the quality and the effectiveness of the listener in listening. The conditions of the listener such as ill, fatigue, hungry, or worried will bring difficulty for the listener to listen attentively. The poor condition of the listener makes his attention become lower than that of a listener who is in a good condition. So it can be concluded that someone who is in a good condition potentially becomes a better listener than the one who is in a poor physical condition.

2. Psychological factor

Personalities, traits, attitudes, and biases are psychological factors that influence listening activity. The poor listener usually has less emotional control, which he has prejudiced or biased against the speaker with some reason. So, he does not want to listen to the speaker and does not want to concentrate his mind on the listening lesson. Apart from that, he may feel bored and surfeited. This sentiment can shift his attention from the speaker's utterance to other things, which is more interesting for him. On the contrary, good listener will be able to listen with an open mind, able to focus his concentration until the speaker finishes his discussion. A wise teacher should exploit this positive psychology to make the students become a good listener.

3. Experiential factor

Student's background of knowledge has an important role in listening. Nunan (1992:23) says that in listening, besides linguistic skill that the listener must integrate, the listener must also command a range of non – linguistic knowledge and skills. These include having appropriate social and cultural

knowledge and skills, and having the appropriate background knowledge. From the statement above it can be concluded that without this background knowledge students may face some difficulties to understand the discussion because there are some terms or words that he may not recognize. This matter will be complicated for the student because he will lose his personal interest to the topic of the discussion and the listening lesson will not run well. In conclusion, students' experience will make them easy to understand something. The teacher, on the contrary, should choose the materials that are suitable with the student's experience.

4. Motivation factor

Motivation is one of the decisive factors, which determines someone's success. Motivation has connection with someone's personality because it also influences someone's attitudes in listening. If some one has positive personalities, such as cooperative, considerate, and analytical, then he or she will become a better listener than if they have negative personalities, such as lazy, argumentative, and egocentric. Most of the listening activities need our judgment. For example: if the discussion advantageous, it is sure that the listener will listen attentively. On the other hand, if someone is unsure to the topic, whether it gives them an advantage or not, he or she has possibility to reject to listen the discussion. It is supported by Norton (1990:111) who says that if students do not see the necessity for and benefits of improved listening, they will not be motivated toward better listening, and will not reach the desired level of competence. From the statement above, we can conclude that motivation influences our listening quality.

5. Environmental factor

Logan et al (in Tarigan, 1994:105) says that there are two kinds of environment which influence listening. They are physical environment and social environment. The example of a physical environment is classroom environment. It is important for the teacher to give much attention for the situation, such as the cleanliness and the neatness of the room, the situation without noise disturbance and the facilities, such as the completeness of the table and the chair for the

students in the classroom in order that the students enjoy the listening lesson without stress and disturbance.

Then, for the social environment, students will have motivation to listen if they are in a situation in which they are encouraged to express their ideas, have chance to speak, and in the situation which the students know that their ideas become appreciated with the teacher and other students. This situation will be happened if the teacher know and understand the characteristics of his students. So, he know how to motivate and encourage them to express their opinion and able to develop an appreciation habit for someone's idea between each other in a class.

In the case of solving students' difficulties in listening, Pilon (in Temple and Gillete, 1987:71) gives some suggestions of the listening situation in which the listener will listen attentively.

The suggestions are as follows:

1. The speaker can be heard and understood comfortably, without distracting outside noise, too-low volume, or interruptions. It can make the students concentrate their mind on the speaker's utterance in order to find the information easily.
2. They are interested and involved in the presentation, preferably actively involved, in order to attract the students' attention participate in class.
3. They have positive feelings toward the speaker, in order to avoid prejudice to the speaker that can make the students not want to continue listening.
4. They are motivated to interact and respond. It will make the students listen to the text attentively.
5. They know they will be expected to respond. It will encourage the students to express their opinion because they know that the teacher and their friend will appreciate their respond.
6. They do not have to listen for too long without doing something active, because it will make then bored and stop listening.
7. The presentation is forceful and clearly organized. It will make them attentively listen and respond.

Based on the explanation above, it can be said that teachers can overcome their students' difficulty in listening by understanding the situation in which the students are interested and motivated to respond the things that they heard. This will lead them to become effective listener.

2.4 The Advantages of Picture files

Karim and Hasbullah (1986:4.4) states the advantages of picture files, they are:

1. Picture files are easy to be used because they are easy to present to the students. So teacher does not need to present real objects that sometimes are very difficult to present in the classroom such as vehicles, buildings, tools, etc. Besides, they are inexpensive because they can be found easily in the magazine or newspaper.
2. Picture files will last longer because the pictures have been filed. So the teacher does not need to worry that the pictures will scatter. Also, they can be used in many ways. It means that picture files not only can be used by the English teacher but also the teacher who teach another subjects. Additionally, they are flexible for all levels from beginning until advanced level.
3. Students either in groups or individually can use picture files. Pictures are varying in size; they are big, medium, and small. Small pictures can be used for individual work and for group work, they can use big or medium pictures.
4. Students may fail to understand the listening text. By including the collection of pictures on the students' worksheet they will make the students easier to find information because pictures represent the speaker's information.

2.5. The Role of Pictures in Teaching Listening

Teaching foreign language to the students is different from teaching the students' mother tongue. It requires some teaching techniques and supporting factors to make students interested in learning the foreign language. One of the factors is stimulus. It is important to have stimulus to attract the students to be interested in learning the language. Besides, teacher also should be more creative

and imaginative in designing and selecting teaching aid. Lundsteen's (in Norton, 1990:113) criterion, says that teacher with creativity in teaching listening is one of the characteristics of the effective listening teacher because he is able to select and develop listening materials at the appropriate levels of difficulty and for the appropriate purposes.

One of the teaching aids that can be used in teaching listening is pictures. It is one of the useful teaching aids because pictures are not just an aspect of methods but through their presentation of places, objects, and people, they are essential parts of the overall experiences that we must help our students to cope with (Wright, 1989:2).

According to Littlewood (1995:68), pictures bring positive effect on students' listening because these pictures encourage them to listen selectively and to extract the relevant information to the task. It means that by giving pictures, the teacher can improve his students' listening comprehension because students can select which is the important information and which is not.

Wright (1989:2) also says that pictures give contribution by giving interest and motivation, and a sense of the context of the language and a specific reference point or stimulus. It means that by giving pictures students are able to gather the information and understand the concept well. Besides, it can excite the students to become more active in the class. With the students' motivation and interest in listening activity, he or she is expected to become an effective listener. Finally, he can improve his ability in listening.

Beside that, prediction also plays an important role in listening activity. Without prediction, listener cannot understand the listening material well because if the listener can make a guess of the things that is going to be said next, he will be much more likely to perceive it and understand it well (Ur, 1997:16). Sheerin (1987:127) also states that the ability to predict and to interpret by analogy are important comprehension skills and ones which the foreign learners need to employ. It is not a usual activity for the learners to listen to the foreign language, so it is normal if they get some difficulties in interpreting the language. From the statement above we can conclude that if the listener wants to gather the

information well, he should be able to predict the message, that is, use his own perception when he heard a message, build up a relation between his perception and his knowledge of the language, and then interpret the message.

Although prediction is important in listening, but it is not easy for the students especially for the foreign language learners to predict what the speaker will utter because intonation and stress patterns also play an important part in supplying ground for certain kinds of expectations (Ur, 1997:16). It means that students may have some mistakes in interpreting the speaker's utterance. To overcome this problem, picture can help the students to predict listening content appropriately. Picture is a representative of the object. It means that picture is a representative of the speaker's information. Picture can be as a clue for the students to make a correct prediction because it is an image of the information that speaker said. So, looking at the picture will make the students able to make a correct prediction about the listening content. Wright (1989:160) said that in the language classroom, pictures can provide non-verbal information and help the students predict the content of a text and to respond to the language appropriately. Moreover, Sheerin (1987:127) adds that visuals including pictures can help learners in making prediction by supplying cultural information and by enabling them to predict more accurately (a picture of the speaker really is 'worth a thousand words').

Ur (1997:29) said that besides helping a listener to predict the listening text more accurately, picture also represent the content of material and bring to life the listening situation as well as aid in comprehending the language. Ur (1997:30) also said that visuals have an important function as aids to learning, simply because they attract students' attention and help and encourage them to focus on the subject in hand.

2.6 Teaching listening using pictures

According to Wright (1989:160-161), there are three main procedures in teaching listening. They are:

1. Pre-listening

Pre-listening is a stage where the students do some activities before they listen to the text (Muslimin, 1997:1). According to Wright (1989:160), pre-listening should involve the student, create a sense of purpose in listening and help to focus the student's mind on the content of the text. In this activity, teachers prepare students for what they will hear and what they are expected to do. By activating the students' readiness to follow the main activity the students will understand the topic, which is going to be discussed easily. Moreover, Vandergrift (1999:172) says that pre-listening activities will help the students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. According to Muslimin (1997:1-2), there are some activities using pictures that can be used in the pre-listening stage. They are:

a. Looking at the pictures before listening

In this activity students are required to look at a pictures before listening to the recording of text. This can be done by giving question and answer to the students individually or group discussion.

b. Labeling pictures

This activity can be used to revise already known language. It is suitable for pair work and can generate a lot of discussion. In this activity the students are required to label a picture or diagram.

Looking at pictures while giving the students questions as pre-listening activity will be used in this research.

2. During listening

During listening is a stage where the students are asked to do some activities during the time that the students are listening to the recording of text (Muslimin, 1997:3). The purpose of the while listening activities is to help the learners develop the skills of eliciting messages from the spoken language. Pictures can help the student to keep in mind the overall context, the nature and the behavior of the protagonists and the situation they are in. Pictures can also be used to set the students to a task to do while listening (Wright, 1989:161). Some activities using pictures that can be used during listening according to Muslimin (1997:3) are:

a. **Marking/checking items in pictures**

Some activities that can be done are identifying people and things, marking items mentioned by the speaker, marking errors, checking details, marking choices, etc.

b. **Matching pictures with what is heard**

In this activity the students hear a description or conversation and have to decide, from the selection offered, which picture is the right one.

c. **Storyline picture sets**

In this activity the students are given two or three sets of pictures. Then students listen to a story and try to decide which sets of pictures represent the story.

d. **Putting pictures in order**

The students are presented a number of pictures and try to arrange the pictures in the correct order according to the listening text.

e. **Completing pictures**

The students are given pictures. They are asked to look at the basic outline of the pictures and then they are requested to follow instructions and draw in (or color) various items.

f. **Picture drawing**

In this activity the teacher describes a picture and the students attempt to draw it.

In this research, marking/checking items in pictures, matching pictures with what is heard, and putting pictures in order will be used as the activity during listening.

3. Post-listening

It is a stage where the students are asked to make conclusion after they listen to the recording of text (Muslimin, 1997:5). According to Wright (1989:161), the task done while listening to a text (or immediately afterwards) can help to show what the students have understood and how they have responded to it. This activity help the teacher to know about his student's ability in comprehending the text and the student's responses can provide the basis for discussion, objective

analysis or the expression of a more personal reaction. For example, the students can compare their sequencing of a set of pictures before going on to a writing task. So this activity can also lead to further work such as role playing or writing.

2.7 Picture Files as a Media in Listening

Pictures are painting, drawing, sketch, etc, especially as a work of art (Hornby, 1995:871). It means that picture may be formulated in form of painting, or drawing and art of painting. The picture can represent human life such as people, animal, and something. Pictures that have been designed for teaching language should show representative objects, because students sometimes are not familiar with the objects described. Using pictures, students are expected to be familiar and recognize the objects.

Every classroom should have a file of pictures that can be used in the teaching learning process and make it become more interesting lesson for the students especially for the foreign language learners. According to Karim and Hasbullah (1984:4.1), picture file is a collection of pictures that is arranged based on certain classification such as classification according to the contents or the alphabetical order, in order that it can be used by the teachers to manage the English classes. Furthermore, using picture file will bring advantages for the teacher because he can find and use the picture for the teaching learning process easily (Wright, 1989:212). Moreover, Zaro and Salaberri (1995:2) notes that telling a story is useful in linguistic terms based on several reasons:

1. Understanding cause and effect.
2. The development of new listening skill.
3. The acquisition of new vocabulary.
4. The development of the child's literacy competence.
5. The communicative exchange involved in the stories.
6. Motivation.
7. Stimulation and development of the imagination.

There are three types of picture file, individual pictures, composite pictures, and pictures in series.

1. Individual pictures

Wright (1989:193) states that individual pictures are pictures of single objects. He (1989:110) also says that individual pictures such as pictures of objects, person, action, and place can help the process of meaning assimilation of the students because it can direct the students to think about the pictures and have their idea and interpretation. Students sometimes face difficulty in understanding and interpreting the target language. By giving individual pictures, students' attention can be attracted directly to think about the information or idea that are represented on the pictures. Beside are some examples of individual pictures:



(Ur, 1997:55)

Here, the student has to identify which picture is being talked about as he listens. Here is a description of the picture:

Mark is about fifty years old, not a very popular person, he always seems to be cross about something. He's rather shortsighted, but is said to be quite a good doctor.

Doris is rather a serious type. She's about twenty-five, very attractive, and dresses beautifully.

Then there's Pam, she's cheerful a little thing: long hair which she wears in plaits with ribbons, and freckles on her nose.

Finally there's old Jake. He used to be a sailor, past it now. But he still wears his sailor's cap. He's about seventy and has a beard. (Modified from Ur, 1997:55)

2. Composite Pictures

Wright (1989:198) says that composite pictures are pictures with a lot of information. It means that the picture can give all the information that we needed. They are in a big form that describes kinds of places, activities, and everything in the world. Composite pictures enable student to see places, people, and events.

This means that composite pictures may facilitate the students to see everything as it is the real-life.

Because of their size, composite pictures are most appropriate for whole class teaching rather than for the individualized learning or group work and it is necessary for the teacher who should teach a big class in which there is a large number of students in the classroom.

Beside is the example of composite picture:



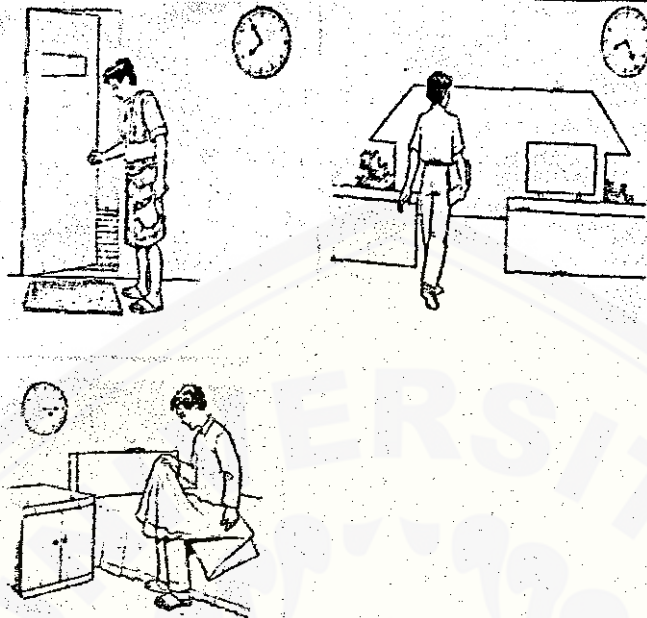
(Ur, 1997:83)

The activity of listening through composite picture can be applied by using format of choosing the correct answer, such as the following:

Boat going to (India/China). An old woman looks (happy/sad). Her daughter waving (umbrella/handkerchief) and her daughter's husband is (crying/smiling). A boy in (white/black) boots is saving (sadly/happily). A dog near the (boy/girl) is (sitting/standing). Near the dog is (chicken/seagull). Grandma is going to (America/China) on (jet plane/ slow boat). (Modified from Ur, 1997:83)

3. Pictures in series

Pictures in series are pictures that are arranged to form a sequence that has relation to each other. The function of pictures in series is to tell story or sequence of events. Wright (1989:201) states that pictures in series are telling the reading the sequence of pictures. It means that pictures in series consist of more than one picture, which shows the activities related to each other. The following is the example of picture in series:



(Djunaedi and Madya, 2003:28)

The pictures above need a list of sentences that describe the pictures. The following part is the example of a list of sentences in the right order.

Father's morning activities:

1. He always gets up at a quarter past four.
2. Then, he takes a bath.
3. At 7.30 he leaves for work.

2.8 The Way of Classifying Picture Files

Teacher must develop their own system to arrange picture files because it should represent their individual needs and circumstances. Most filing system are modified as they are used, and for this reason it is not possible to put forward an ideal filing system (Wright, 1989:212).

There are not any certain systems to classify picture files. Teacher must put the pictures into group according to his situation in his class. It depends on the student's need.

Karim (1986:4.8) says that there are two ways of classifying in picture files. They are as follows:

a. Classification according to the contents

In this case, the picture files is divided into two categories, they are things and people.

(the example of things)



(Djunaedi and Madya, 2003:37)

(the example of people)



(Djunaedi and Madya, 2003:53)

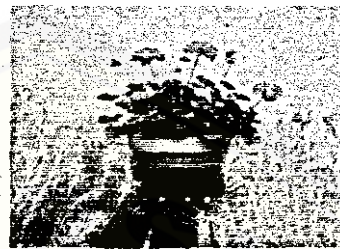
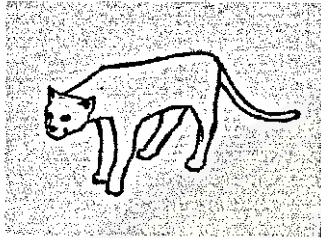
2. Classification according to the alphabetical order.

This classification consisted of individual pictures, composite pictures, and picture in series. There are 13 categories according to this system. They are as follows:

A= Animals and plants

A is considered as two categories. They are animals and plants.

Example:

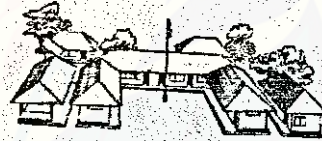
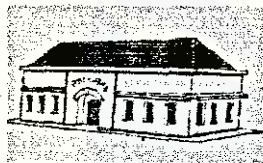


(Djunaedi and Madya, 2003:52)

B= buildings

We can file these pictures of: building of house (small, big, good, large, etc), mosque, hotel, school, factory, monument, hospital, and so on.

Examples:



(Djunaedi and Madya, 2003:48)

C= Curiosities

Here, we can file unusual pictures. It can be found from the advertisements.

Example:



(Imanawati, 2005:26)

E= Everyday Activities

In this category, the pictures can be someone who is eating, drinking, reading, writing, cooking, smoking, etc.

Examples:

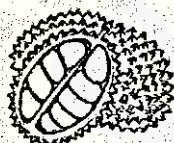


(Djunaedi and Madya, 2003:78)

F= Food and Drink

The pictures can be kinds of fruit, vegetables, cake, meat tea, milk, etc.

Examples:



(Djunaedi and Madya, 2003:75)

I= International News

In this case, we can file the pictures of: a volcanic eruption in China, an aeroplane accident, etc.

Example:



(Imanawati, 2005:27)

J= Jobs

The pictures can be someone's occupation, such as a police, a teacher, a doctor, etc.

Examples:

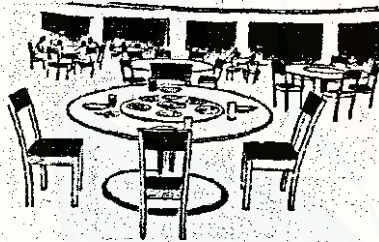


(Djunaedi and Madya, 2003:18)

L= Location

The examples of the pictures are streets, gardens, restaurant, classroom, etc.

Examples:



(Djunaedi and Madya, 2003:22)

N= Names

The pictures are nearly the same as the international news. The name is stressed on the pictures of a famous person such as a president, actors, sport player, etc.

Examples:



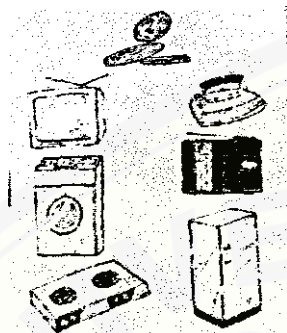
Mariah Carey

(Jawa Pos, 2004)

O= Objects

This category is wider than the others. We can divide them into sub category such as equipments, clothes, furnishing, etc.

Example:

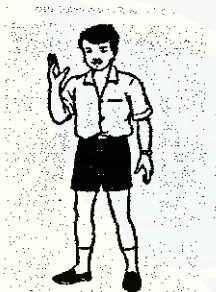


(Djunaedi and Madya, 2003:41)

P= People

The examples of this category are an old man, a boy, a girl, etc.

Examples:



(Djunaedi and Madya, 2003:19)

R= Recreation

Pictures are related to sport, hobbies, entertainment, etc.

Examples:

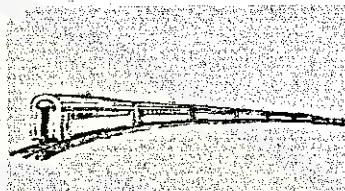
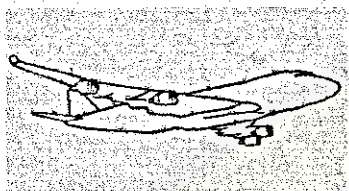


(Imanawati, 2005:30)

T= Transport

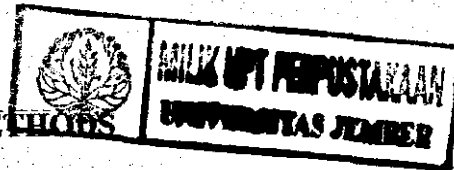
In this case, we can file many pictures of means of transportation such as car, bus, ship, etc.

Examples:



(Djunaedi and Madya, 2003:30)

It is possible for the teachers to have any kind of picture files in many systems. So, they can choose one of them whenever they need the pictures because they just open the file of pictures, which are related to the theme they are teaching.



3.1. Research Design

Arikunto (1993:41) states that research design is a design of a research made by the researcher as the guideline to carry out a research. This research is intended to describe the eight grade students' listening abilities of SMPN 1 Tegaldlimo Banyuwangi. In line with this purpose, the appropriate design chosen is descriptive research. According to Arikunto (1998:245) the characteristics of a descriptive research are:

1. It does not need an administration of controlling the treatment.
2. It does not need to prove the hypothesis, but it describes everything that occurred in the real condition.
3. The researcher works objectively and systematically for describing the content of the problem.

The procedures that was conducted in this research were as follows:

1. Determining the research area purposively
2. Determining the homogeneity of the respondents by applying English scores from the previous semester, then the result is analyzed by ANOVA
3. Determining the respondents by using cluster random sampling by lottery
4. Constructing the research instrument based on the English curriculum and students' textbook
5. Giving a try out to non research respondents.
6. Analyzing the result of the try out test.
7. Collecting the primary data
8. Analyzing the collected data quantitatively using the percentage formula
9. Classifying the result of data analysis qualitatively based on the classification of the score levels
10. Explaining the result of data analysis based on the decided indicators.
11. Drawing a conclusion to answer the research problem.

3.2. The Area Determination Method

Determining the research area is an important step in conducting a research. The research area was determined by using the purposive method. This research was conducted at SMPN I Tegaldlimo Banyuwangi. The school was chosen because the English teachers at the school have been teaching listening by using picture files. Besides, the principal has given permission to the researcher to conduct the research, so that the data could be obtained from this school.

3.3. Respondent Determination Method

According to Arikunto (1998:114), respondents are the persons who give responses or answers to the questions delivered by the researcher either in oral or written form. Dealing with the idea, the eight grade students of SMPN I Tegaldlimo Banyuwangi in 2006/2007 academic year were chosen as the respondents by adopting cluster random sampling by lottery. Moreover, Arikunto (1998:118) confirms that sampling method can be adopted in a research only if the subjects of the population are known homogenous. Thus, before determining the respondents, the homogeneity of the population should be found. In this research, the homogeneity of the population was analyzed by using ANOVA formula from the students' scores of listening test in the previous semester that has been done by the English teacher.

The total number of the population that is the eight grade students is more than 100 students. There are 262 students which are divided into six classes with the following composition:

Table 1. The total number of the population

Class	Number of students
2A	43
2B	42
2C	43
2D	44
2E	45
2F	45

It is stated by Arikunto (1998:120) that the whole population can be taken as respondents if they are less than 100 persons, but if they are more than 100 persons, it is allowed to take 10%- 15% or 20%- 25 % of the whole population as the respondents. Moreover, McMillan (1992:73) states that when it is impossible or impractical to sample individual elements, cluster random sampling by lottery was used. Dealing with the ideas, one class from whole population will be taken as the respondents.

Before the respondents were taken, the homogeneity test was done by using ANOVA. Then, the scores were analyzed statistically by applying ANOVA. The result of ANOVA was consulted to the F-table with the level of significance 5% in order to prove whether the computation result is significant or not. Based on the results of computation above, the value of F computation is 0.08 and the value of F- table with the significant level of 5% is 2.26. Having been compared, the value of F computation is lower than F- table. So, it could be concluded that there are no significant differences on the mean of the group of population. It means that the six classes were homogeneous. Finally, two classes were taken randomly from six classes. The first class is 2B as the sample to do the try out test and the second class is 2E as the respondents of the research. The results of ANOVA are enclosed on Appendix 3.

3.4. Data Collection Method

The data of this research consist of primary data and supporting data. The primary data was taken from listening test. The supporting data was taken from documentation and interview.

3.4.1. Listening Test

According to Arikunto (1998:6), test is a set of questions or exercises or instruments that are used to measure the skills, knowledge, and intelligence owned by the individual persons or group. Moreover, Hughes (1996:9) stated that there are four types of tests, namely: proficiency test, achievement test, diagnostic test, and placement test. In this research, the test that will be used is proficiency test.

A good test must fulfill some requirements. Arikunto (1998:60) states that to be a good test, it must fulfill two requirements, namely validity and reliability. Related to the statement above, to be a good test, the research used content validity test to get the primary data. Content validity test means the test items are based on the indicators to be measured, namely: listening for detailed information. To fulfill the test content validity, the test given to the respondents was constructed based on the English Curriculum for the eight grade students of Junior High Schools and it was conducted based on the research indicator to be measured namely listening for detailed information. According to Hughes (1989:22), a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, with which it is meant to be concerned. In addition, it was consulted to the English teacher before being tested to the respondents.

Regarding to the test reliability, the test was tried out to the non-research respondents before giving it to the respondents. It was used to know the reliability coefficient of the test, to make sure whether the test instructions were understandable or not, and the allocated time is sufficient or not. This research used split-half method to estimate the reliability of the test. The test was divided into two, odd numbered items and even numbered items. The two sets of scores will be then used to obtain the reliability coefficient for the whole items. The result of the try-out test was analyzed by using Product Moment and Spearman - Brown formulas.

The Product Moment formula is as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

While Spearman Brown formula is:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

(Arikunto, 1998: 174)

Notes:

r_{xy}	= reliability coefficient for half of the test items
ΣXY	= the total number of odd 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 coefficient for the whole items

The reliability coefficient was obtained by doing the calculation with the above formula. Saukah (1997:210) states that the reliability coefficient of 0.50 would be judged as excellent. Therefore, a good test must have the reliability coefficient in the range of 0, 50 to 1.

According to the way of scoring the test, there are two kinds of test, namely subjective and objective test. Based on the person who constructs the test, a test can be divided into two kinds, namely standardized test and teacher made test (Arikunto, 2002:198). In this research, the test that was used for measuring the students' listening ability through pictures was teacher made test in the form of objective test. This research used listening test in the form of objective test based on some considerations; it was easy to create, easy to administer, and easy to score.

The test used on this research was listening test through picture files to get the primary data about the students' ability in listening to detailed information of English story. The test was constructed by the researcher and consulted to the English teacher and consultants. Dealing with the test items, the test consisted of 40 items that covers the indicator namely listening for detailed information. In terms of scoring, the test items were scored by using the scoring guide as follows: the correct answer was scored 2,5 points, the wrong answer was scored zero (0). So the total score of the test items was 100 (2,5 times 40). The time allocated for the test was 40 minutes. The distribution of the test items based on the indicator can be seen on Appendix 4.

3.4.2 Facility Index

The facility index measures the degree of difficulty of the test (Arikunto, 1990:230). In other words, the facility index is useful to know whether the test is too easy, fair, or difficult to do. This is calculated by counting how many students respond correctly to the items and dividing them by total number of students (Daryanto, 1989:51). The formula to count the facility index is as follows:

$$P = \frac{R}{T}$$

Notes:

P= the facility index

R= the number of students who answer correctly

T= the total number of students

(Daryanto, 1989:51)

Then the result of the calculation was consulted to the categories below:

Table 2. The Classification of the Difficulty Item

P	Categories
0.10 – 0.30	Difficult
0.31 – 0.70	Fair
0.71 – 1.00	Easy

(Adopted from Daryanto, 1989: 182)

Moreover, Daryanto says that a good test should has mostly fair items. Therefore, in this research, the fair items will be made as the biggest proportion.

3.4.3 Documentation

This method deals with records which have been documented. Arikunto (1998:148) says that in applying documentation method, the researcher searches the written materials such as books, notes, magazine, rules diary etc. In this research, documents were used to get the supporting data about the names of the respondents and the teaching English learning facilities, the score of English test done by the researcher, and the documentation guide is enclosed on Appendix 2.

3.4.4 Interview

Arikunto (1998:231) states that interview is the fastest way for collecting the data. In this research, guided interview was applied for collecting the supporting data. The interviewee was the English teacher of SMPN I Tegaldlimo Banyuwangi. The interview guide contained a list of questions related to the information needed to support the main data such as; the techniques applied in teaching listening, the materials given in teaching listening, how do the students do the activities in the listening class, the interview guide can be seen on Appendix 2 for more details.

3.5. Data Analysis

The result of listening test in the form of the students' scores of listening test was analyzed quantitatively by using the percentage formula. Then the results of the analysis were classified qualitatively based on the classification of the score levels below. The percentage formula used is as follows:

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

Notes: E = The score of students' listening ability by using picture files

n = The scores obtained by the students

N = The total score of students' listening ability

(Ali, 1998:186)

Then, the results of the data analysis was classified based on the classification of score levels below.

Table 3. The Classification of the Score Levels

Score (%)	Category
81- 100	Excellent
61- 80	Good
41- 60	Fair
21- 40	Poor
≤ 20	Failed

(Adopted from Depdikbud, 1999:10)

IV. RESEARCH RESULTS AND DATA ANALYSIS

This chapter presents the research results. The results consist of primary data and supporting data. The primary data were obtained from the results of listening test, while the supporting data were obtained from the results of interview, and documentation. They are reported in the following sections. The step of administering the research can be seen in Table 4 below.

Table 4. Schedule of administering the Research

No	Activities	September 2006	
		Week 1	Week 2
1	Try Out	06	
2	Analysis of try out score	08- 12	
3	Interview and Documentation	12- 14	
4	Listening Test		21
5	Analysis of Listening Test		22- 30

4.1 The Results of Try Out Test

According to Arikunto (1998:215) the try out is administered to know the reliability coefficient, the index of difficulty level, to make sure whether the test is not too difficult or easy, the instruction is understandable or not, and the allocated time is enough or not. The try out was given to the other group of students who did not belong to the research respondents. However, the students had the same level as the real respondents since the homogeneity test had been done and it was found that there was no significant differences on the mean of the group of population.

The try out test was administered on September 6th 2006. It was given to class 2B of SMPN 1 Tegaldlimo Banyuwangi in the 2006/2007 academic year, which consists of 42 students. The steps of testing the reliability test, the result of try out test, and the data analysis are enclosed on Appendix 5. Then the reliability coefficient of the test which analyzed by using product Moment and Spearman-Brown formulas showed that the value of r_{xy} (reliability coefficient for half of the test item) was 0,43 and the value of r_{11} (reliability for the whole items) was 0,60. Meanwhile, according to Saukah (1997:210) the reliability

coefficient of 0.50 would be judged as excellent. In this research, the reliability was 0,66 Therefore, it can be concluded that the test was reliable.

It has been stated above that the try-out was done to find out the degree of item difficulty. Then, the categories of difficulties they were easy, fair, and difficult. They were designed for analyzing the difficulty of each test item given to the students by using the following formula:

$$P = \frac{R}{T}$$

Notes:

P = The facility index

R = The number of students who answer correctly

T = The total number of the students taking test

(Daryanto, 1989: 51)

Then the result of the calculation was consulted based on the categories below:

The index of difficulty	Categories
0.10 – 0.30	Difficult
0.31 – 0.70	Fair
0.71 – 1.00	Easy

(Adopted from Daryanto, 1989: 182)

Concerning with the difficulty of the test, it could be seen that among 40 items, there were four items which have the index of difficulty less than 0.3. it means that the test items were categorized as difficult. There were eight items which have the index of difficulty falling between 0.31- 0.70. it means that the items were categorized as the easy ones. On average, the test was categorized as fair. In addition, the instruction was understandable. It could be seen from the situation when the students were doing the test. They never asked about the question. Therefore, there were no questions that must be revised since the test items were reliable. The analysis of items difficulty is enclosed on Appendix 11.

4.2 The Primary Data

The primary data of the research were obtained from the results of listening test.

4.2.1 The Result of Listening Test

The test was used to get the primary data about the students' literal reading comprehension with pictures achievement. The test was conducted on September 21st 2006. The number of listening test items was 40 which were in the form of objective test. The result of the test can be seen on Appendix 12.

4.2.2 Data Analysis

The data obtained were analyzed in the following section;

The Students' ability in understanding Individual Pictures was:

$$n = \Sigma IP = 136$$

$$N = 6 \text{ items} \times 45 \text{ respondents} = 270$$

$$E = \frac{\Sigma IP}{270} \times 100\%$$

$$= \frac{136}{270} \times 100\%$$

$$= 50.3 \%$$

The Students' ability in understanding Composite Pictures was:

$$n = \Sigma CP = 919$$

$$N = 29 \text{ items} \times 45 \text{ respondents} = 1305$$

$$E = \frac{\Sigma CP}{1305} \times 100\%$$

$$= \frac{919}{1305} \times 100\%$$

$$= 70.4 \%$$

The Students' ability in understanding Pictures in Series was:

$$n = \Sigma PS = 177$$

$$N = 5 \text{ items} \times 45 \text{ respondents} = 225$$

$$E = \frac{\Sigma PS}{225} \times 100\%$$

$$= \frac{177}{225} \times 100\%$$

$$= 78.6 \%$$

Then, The Students' ability using Picture Files was:

$$n = \Sigma IP + \Sigma CP + \Sigma PS = 1232$$

$$N = 40 \text{ items} \times 45 \text{ respondents} = 1800$$

$$E = \frac{\Sigma IP + \Sigma CP + \Sigma PS}{N} \times 100\%$$

$$= \frac{1232}{1800} \times 100\%$$

$$= 68.4 \%$$

The results of data analysis were interpreted by using the score level classification as follows:

No	Variables/ Indicators	Percentage of Score	Classification
1	Listening ability using picture files	68.4%	Good
2	Students' ability in understanding individual pictures	50.3 %	Fair
3	Students ability in understanding composite pictures	70.4 %	Good
4	Students ability in understanding picture in series	78.6 %	Good

4.3 The Supporting Data

The supporting data of the research were obtained from the results of interview and documentation.

4.3.1 The Result of Interview

The interview was conducted with the English teacher to obtain the supporting data about the teaching of literal reading with pictures. The results of interview were as follows.

According to the English teacher, the English teaching-learning process has been applied the 2004 English Curriculum. In teaching listening, the teacher usually used lecturing technique means that teacher always explained the material in order to make the students comprehending the material easily. The problems in teaching listening according to the teacher, was difficult for the teacher to teach listening only, so that the teacher needed to integrate other skills or language component, such as the listening class followed by vocabulary. Besides, it was not easy for the students to know the content of the listening text at the first time they listened. In teaching listening usually the teacher asked the students to look at the pictures next to the text, then the teacher asked the students what they know about the pictures. Then, the students were reading the text, usually the teacher asked one student to read the text aloud. After that, the teacher asked the students whether there were difficult words or not and if there were any difficult words they discussed them in class. Last, they did the exercises and discussed them together in class.

The English lesson for the eight grade students had four hours in a week, two hours in each meeting. The compulsory book used by the teacher in teaching English was *Let's Talk* published by PT. Pakar Raya, Jakarta.

4.3.2 The Result of Documentation

The documentation of the research was used to get the supporting data about the school location, the list of respondents, the school facilities and. The documentation results are presented below.

The research was conducted at SMPN I Tegaldlimo Banyuwangi. It was located at Jl. PB. Sudirman No. 8 Tegaldlimo Banyuwangi.

The respondents of this research were the eight grade students of SMPN I Tegaldlimo Banyuwangi in the 2006/2007 academic year. They were the students of class 2E which consist of 45 students. The list of respondents name are enclosed on Appendix 10.

The school facilities in SMPN I Tegaldlimo Banyuwangi that supported the teaching learning process include 18 classrooms, the teachers' room, the headmaster's room, the administration room, the computer room, the library, audio visual room, mosque, and the science laboratory.

4.1 Discussion

The research was intended to describe the listening ability of the eight grade students of SMPN I Tegaldlimo Banyuwangi in the 2006/2007 academic year. Based on the results of the data analysis, in general, the mean score of students' listening ability through picture files on the average was classified as Good (68.4%), it is due to the fact that the mean score is in the interval between 61- 80 % (*Depdikbud*, 1999:85).

Based on the data analysis presented above, it could be seen that the percentage of listening ability using picture files covering individual pictures, composite pictures, and pictures in series ranged from 50.3% to 78.6%. The percentage of individual pictures was 50.3% which belong to classification of poor; the percentage of composite pictures was 70.4% which belong to classification of good; and pictures in series was 78.6 % which belong to classification of good.

4.3.2 The Result of Documentation

The documentation of the research was used to get the supporting data about the school location, the list of respondents, the school facilities and. The documentation results are presented below.

The research was conducted at SMPN 1 Tegaldlimo Banyuwangi. It was located at Jl. PB. Sudirman No. 8 Tegaldlimo Banyuwangi.

The respondents of this research were the eight grade students of SMPN 1 Tegaldlimo Banyuwangi in the 2006/2007 academic year. They were the students of class 2E which consist of 45 students. The list of respondents name are enclosed on Appendix 10.

The school facilities in SMPN 1 Tegaldlimo Banyuwangi that supported the teaching learning process include 18 classrooms, the teachers' room, the headmaster's room, the administration room, the computer room, the library, audio visual room, mosque, and the science laboratory.

4.4 Discussion

The research was intended to describe the listening ability of the eight grade students of SMPN 1 Tegaldlimo Banyuwangi in the 2006/2007 academic year. Based on the results of the data analysis, in general, the mean score of students' listening ability through picture files on the average was classified as Good (68.4%), it is due to the fact that the mean score is in the interval between 61- 80 % (*Depdikbud*, 1999:85).

Based on the data analysis presented above, it could be seen that the percentage of listening ability using picture files covering individual pictures, composite pictures, and pictures in series ranged from 50.3% to 78.6%. The percentage of students' ability in understanding individual pictures was 50.3% which belong to classification of poor; the percentage of students' ability in understanding composite pictures was 70.4% which belong to classification of good; and the percentage of students' ability in understanding pictures in series was 78.6 % which belong to classification of good.

It was known that understanding individual pictures was the most difficult among those three indicators. It happened because there were some factors that could influenced the students' ability in listening such as; physical factor, motivation factor and environmental factor. Concerning with physical factor, the test done in the morning so the students still fresh to study. In motivation factor, every students had their own motivation in doing the test, related to whether they like the picture or not. If they were interested in the picture, they would have motivation to do as best as they could. That was perhaps the reason why the students' score in understanding individual pictures was not as good as the results in understanding composite pictures and pictures in series.

Related to the pictures that were used as media to accompany the texts, it seems that pictures were potential teaching media and useful for language teaching. Pictures can help the students to comprehend the story that will be talked about. By using pictures, it would be easier for the students to understand the listening text and also when they do the exercises. In line with this, Yunus (1981:50) defines picture as one of teaching aids that promote creativity and which, at the same time, provide a change that both students and teachers need to maintain interest and encouragement.

On the average, the eight grade students' listening ability by using picture files was classified as good, so the teacher needs to keep the students' listening ability still in the good category. Teacher can give more exercises to the students so that they can be more familiar with listening by using picture files and the results of their ability in listening by using picture files can be increased, especially in understanding individual pictures.

V. CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the results of the data analysis and discussion, the conclusion of the research covered the general and the specific conclusion.

5.1.1 General Conclusion

In general, the listening ability by using picture files of the eight grade students' of SMPN I Tegaldlimo Banyuwangi in the 2006/2007 academic year was good (68.4%).

5.1.2 Specific Conclusions

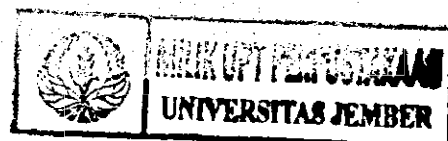
1. On the average, the eight grade students' ability in understanding individual pictures was fair (50.3 %).
2. On the average, the eight grade students' ability in understanding composite pictures was good (70.4 %).
3. On the average, the eight grade students' ability in understanding picture in series was good (78.6 %).

5.2 Suggestions

By considering the results of the research, some suggestions are necessary to be given to the following people:

5.2.1 The English teacher

Based on the research results, the English teacher should always use pictures as the media of teaching listening. In this way the teaching learning process of listening can be more useful and interesting. It is also suggested to give more exercises to the students to increase the listening ability especially in understanding individual pictures.

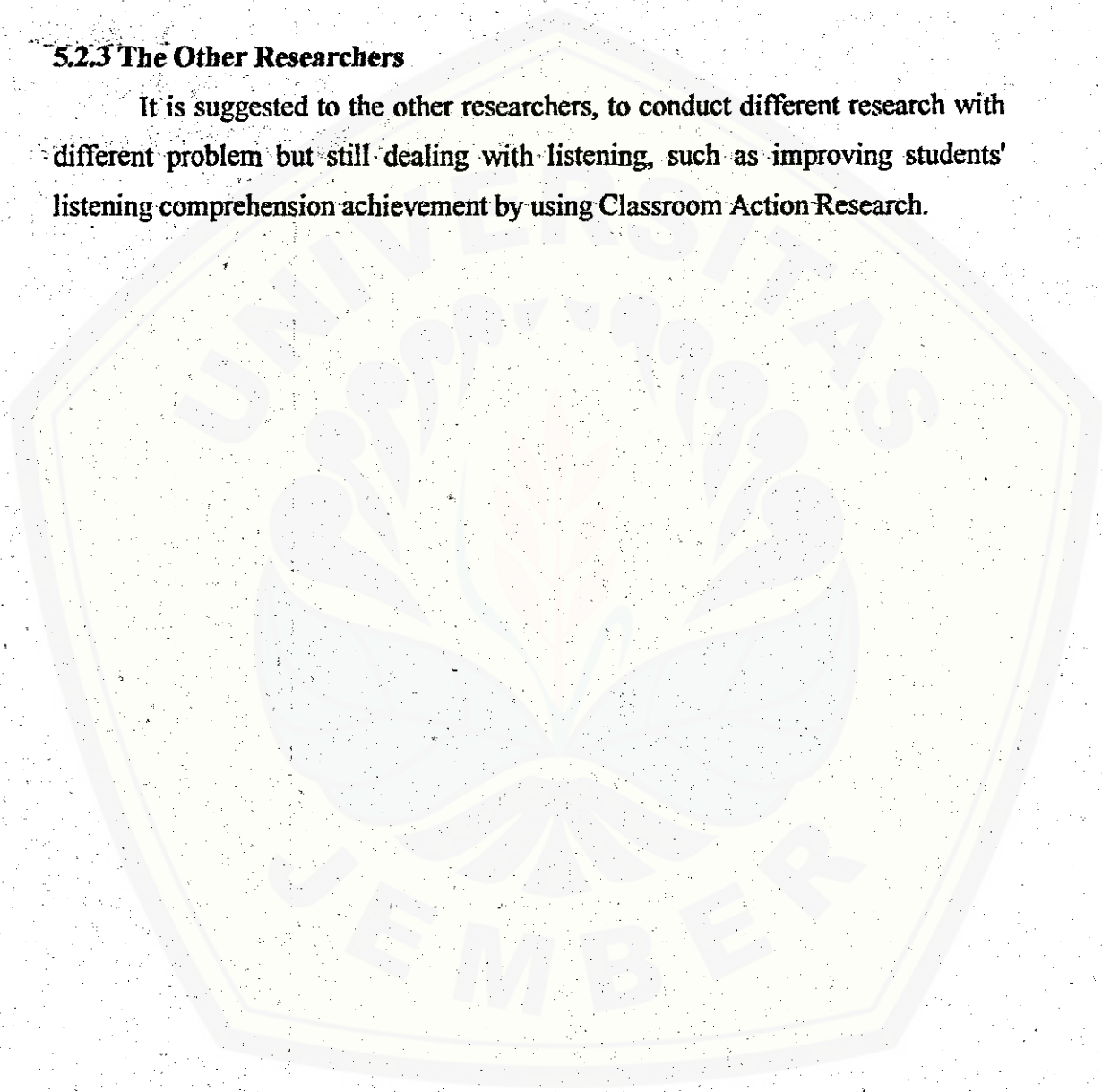


5.2.2 The Students

The students are suggested to listen and study the listening text regularly and do the exercise of listening text with picture given by the teacher especially dealing with listening by using picture files.

5.2.3 The Other Researchers

It is suggested to the other researchers, to conduct different research with different problem but still dealing with listening, such as improving students' listening comprehension achievement by using Classroom Action Research.



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