



MILIK PERPUSTAKAAN
UNIVERSITAS JEMBER

A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS'
LISTENING ABILITIES THROUGH PICTURES AT SDN
JEMBER LOR III JEMBER IN THE 2000/2001
ACADEMIC YEAR

THESIS

Proposed as One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Department
of the Faculty of Teacher Training and Education
Jember University

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THE FACULTY OF TEACHER TRAINING AND EDUCATION
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2000

MOTTO :

Be yourself (anonim)



DEDICATION SHEET :

1. My beloved husband and daughter, *Mas David, Dinda* and my baby to be
2. My beloved parents, *Bp. Sardjono* and *Ibu Rr. Sumarni*
3. My parents-in-law, *Bp. Syafi'i Noer* and families
4. My brother-sisters, *Mbak Ar, Mbak Ida, Mas Bedi, Mbak VC, Titiék D, Dik Chris* and *Dik Anik*
5. My Friends, *Luluk, Titik, Cecil, Sri, Romi, Olan* and *Dik Fafan*
6. The Crew of "Everest Computer" (*Dik Purnomo, Dik Hisa, Dik Beni* and *Dik Gatot*)

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ABILITIES THROUGH PICTURES AT SDN JEMBER LOR III
JEMBER IN THE 2000/2001
ACADEMIC YEAR**

THESIS

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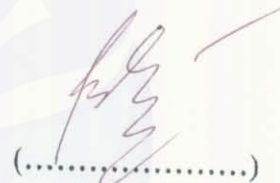
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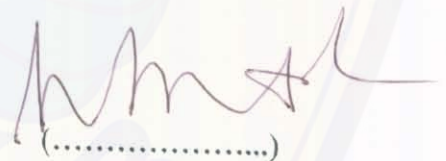
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At least, I do hope that this thesis will be useful for readers, especially those who have interest in the teaching of English for young learners.

September, 2000

The Writer

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10. *Ijin Penelitian dari Universitas Jember*
11. *Surat Keterangan Penelitian dari SDN Jember Lor III Jember*
12. *Lembar Konsultasi Penyusunan Skripsi*

THE LIST OF TABLES

NUMBER OF TABLES	NAMES OF TABLES
1	The Classification of Score Level
2	<i>The Results of Listening Test of the Respondents</i>
3	The Interpretation of the Students' Score
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ABSTRACT

Suyik Binarkaheni, September, 2000, A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' LISTENING ABILITIES THROUGH PICTURES AT SDN JEMBER LOR III JEMBER IN THE 2000 /2001 ACADEMIC YEAR.

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Key Words : Listening; Pictures

The problem to be investigated was "how are the fifth year students' listening abilities through pictures at *SDN Jember Lor III Jember* in the 2000/2001 academic year?". The purpose of the research was to describe the fifth years students' listening abilities through pictures. The research design was descriptive. The respondent determination method was population with fifty-five of the fifth year students of *SDN Jember Lor III Jember* in the 2000/2001 academic year as the respondents. The primary data were obtained from listening test. The data obtained were analyzed by using percentage. Documentation and interview were used to collect the supporting data. From the data analysis, it could be concluded that the fifth year students' listening abilities through pictures at *SDN Jember Lor III Jember* in the 2000/2001 academic year was good. The total mean score got by the students was 79,9. For the indicators, it was found that the mean score on the students' listening for detailed information was 74,9 and listening for main ideas was 87,6. Based on the results above, it was suggested for the English teacher to apply pictures as media to make an effective teaching and testing listening to the fifth year students of *SDN Jember Lor III Jember*.

I. INTRODUCTION

1.1 Background of the Study

English has a very important role in the world, because it is a means of international communication. Considering its importance, it seems necessary to present English at the Elementary School. Based on the 1994 Curriculum of Elementary School, English is taught as a local content subject, starting from grade IV until grade VI.

As the local content curriculum, it means that, whether or not English will be given at the Elementary School in a certain area, the decision should be based on several important considerations, such as, the availability of qualified English teachers and enough facilities. It seems impossible the English teaching learning process can be successfully conducted at the Elementary School without qualified English teachers and sufficient facilities.

Dealing with the teacher, Maskur (1995:5) explains that some schools use available teachers who are interested in teaching English, and some other schools hire part-time English teachers. Unfortunately, the teacher training programs only train teacher candidates to be English teachers at Junior and Senior High Schools. They do not have program to prepare English teachers for Elementary Schools. In fact, teaching English to children and teaching English to High School students are different. Scott and Ytreberg (1994:3) say that the children's world and the adult's world are not the same. Referring to this statement, teaching English at the Elementary School has to consider children's world and their perception about the world.

Actually, there are two sorts of objectives in language teaching, they are content and attitude objectives (Halliwel, 1993:10). Content objectives are concerned with grammars, language uses and language functions, while attitude objectives are concerned with the response of the learning in the aspects of the content, pleasure and confidence in exploring language, willingness to have to and want to and dare to

communicate. Considering the characteristics of young learners in which they love to play and fun, it is quite reasonable that the attitude objectives become the objective of teaching language for children. As Halliwell (1993:11) says that the goal of teaching language for children can give emphasis on the attitude goals. It is strengthened by the 1994 English Curriculum for the Elementary School which states that the goals of teaching English at the Elementary School are to make children interested in English and enjoy to use it in daily conversation. Hopefully, both of these goals become motivation for children to learn English in the *SMP* and *SMU*.

To obtain the above objectives, the teacher has a duty to create an attractive situation in the teaching learning process and to make pupils enjoy what they have been learning. So, it is necessary to choose the appropriate techniques and materials for his pupils. According to Cook and Ambruster (1983:151) the way young learners learning is learning by doing which means that, the technique to present the material can be delivered by story telling, game and song. Dealing with materials, Hamied, *et al* (1995:252) suggest that the content of the materials should not be far from the children's world. Thus, talking about their own activities, hobbies, family and their favor can be used as the contents of material in the teaching learning process.

When children start learning English, they obviously need to be given language before they can produce it by themselves; language has to go in before it can come out (Scott and Ytreberg, 1994:34). Listening, as one of the language skills plays an important role in the foreign language acquisition. Tarigan (1987:2) states that listening is the primary skill because children learn the listening skill unconsciously and naturally before they learn other skills.

Listening and reading skills are grouped as the receptive skills, while writing and speaking skills belong to the productive skills. We use receptive and productive skills as integrated skills consciously or unconsciously in the teaching learning process (Harmer, 1983:16). So listening is not taught as an isolated skill at the Elementary School (Fisher and Terry, 1977:127). It means that in one meeting the teacher can integrate the four language skills, listening, reading, speaking and writing

skills, but he can give emphasis on only one language skill. It is in line with the 1994 English Curriculum for the Elementary School which states that the teacher should use the four language skills as integrated skills in teaching English.

Pictures as the English teaching media play an important role in the foreign language learning. The reason is that they can increase the effectiveness of learning, that is helping the students and taking ideas in a more meaningful and interesting manner. The clarification of using the pictures will lead the pupils to view more curiously and meaningfully on the subject given. According to Piaget quoted by Fisher and Terry (1977:2) children learn best when they are involved in their own learning. It means that children must be given direct experiences. Tydiman, (1969:285) states that pictures and other instructional aids provide a near type of experiences.

In conducting this research, the writer only focuses on pictures as the English teaching media related to the listening skill. When pupils hear words or information, then they usually make a short response verbally or non-verbally as a sign whether or not they understand the message. The pictures function as support which helps the pupils process this information. Shortly, the pictures will help the pupils interpret and understand the message that is heard more easily and clearly.

Based on the issue above, the writer is interested in conducting the research on the topic of the students' listening abilities through pictures.

1.2 Problem Formulation

The problems investigated in this research are divided into the main problem and specific problems.

1.2.1 Main Problem

How are the fifth year students' listening abilities through pictures at SDN Jember Lor III Jember in the 2000/2001 academic year ?

1.2.2 Specific Problems

- a. How are the fifth year students' abilities in listening for detailed information through pictures at *SDN Jember Lor III Jember* in the 2000/2001 academic year ?
- b. How is the fifth year students' ability in listening for main ideas through pictures at *SDN Jember Lor III Jember* in the 2000/2001 academic year.

1.3 Operational Definitions of Key Terms

The terms that are necessary to be defined operationally are (1) Listening Abilities and (2) Pictures.

1.3.1 Listening Abilities

In this research, listening abilities mean the test results achieved by the students from an ability measurement of listening by using test. The test results are in form of scores. While the listening abilities investigated in this research are : listening for main ideas and listening for detailed information.

1.3.2 Pictures

Pictures in this research mean pictures having a function as aids in order to help the students interpret meanings and understand the task of the listening script. Clearly, the pictures function as an aid in testing listening abilities. The picture used includes : individual picture, composite picture and picture in series (Yunus, 1981:49)

- a. Individual pictures mean single pictures of objects, persons and activities.
- b. Composite pictures a mean single large picture which show a scene (hospital, school and in the road) in which a number of people can seen doing something.

- c. Pictures in series mean a number of related composite pictures linked to form a series. Its main function is to tell a story.

(Yunus, 1981:49)

1.4 Objectives of the Research

There are two kinds of the objectives in this research they are the main objective and the specific objectives.

1.4.1 The Main Objective

The main objective is to describe the fifth year students' listening abilities through pictures at *SDN Jember Lor III Jember* in the 2000/2001 academic year.

1.4.2 The Specific Objectives

The specific objectives are :

- a. to describe the fifth year students' listening abilities for detailed information through pictures at *SDN Jember Lor III Jember* in the 2000/2001 academic year.
- b. to describe the fifth year students' listening abilities for main ideas through pictures at *SDN Jember Lor III Jember* in the 2000/2001 academic year.

1.5 Significance of the Research

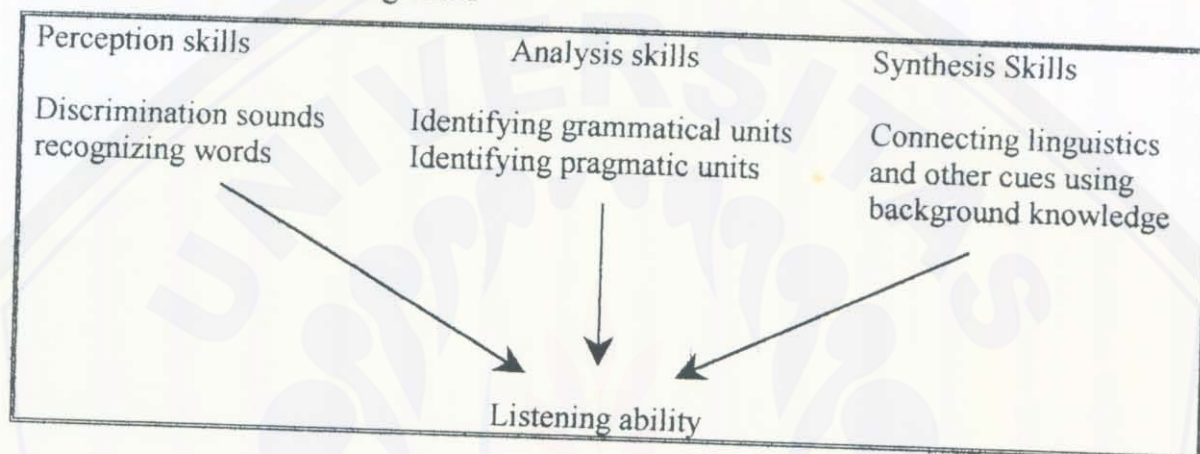
- a. For the English teacher, the results will give information about the technique or even knowledge in teaching listening at the Elementary School.
- b. For other researchers, the results will give an input or information to conduct the descriptive research on the effectiveness of the use of pictures in the teaching of listening .

II. REVIEW OF LITERATURE

2.1 Listening Skill

As in writing and speaking, listening has its own skills which must be mastered. Rost (1991:3) states that the skill in listening can be diagrammed as follows:

Diagram 1 : The Listening Skills



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

Fisher and Tery (1977:130) divide the listening skill into five skills. They are noting details, following direction, organizing into the main idea, selecting specific information, detecting clues that show the speaker's trend of thought. In addition, Hamied *et al.* (1995:296) divide the listening skill into four parts of sub skills. They are 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 to give more emphasis on the ability to find the main idea of simple short spoken text and ability to find the detailed information.

As stated in the 1994 Curriculum for Elementary School, that the aims of teaching listening for Elementary School are: 1) students are able to follow the teacher's direction and 2) students are able to answer the spoken question. So it is necessary for the students to develop the two listening skills. They are listening for main idea and listening for detailed information. Based on the explanation above, the listening abilities in this research are focused in the listening for main idea and listening for detailed information.

2.2 The Factors Affecting the Students' Ability in Listening

Goh (1997:365) in ELT (English Language Teaching) journal describes the factors which affect the student's 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

Speaker says thing because they want something to happen as a result of what they say. People listen to language because they want to find out what the speaker is trying to say. It is evidence that the communicative purpose is a natural thing in communication. Littlewood (1995:67) explains that this purpose determines too large extent what meaning, he must listen for and which parts of the spoken text are most important to him. Then Nunan (1994:23) divides the listening purpose into two kinds, getting information and identifying the unfamiliar words. Ur (1997:3) states that the purpose in listening may often be linked to our expectation. If we want to know the answer to a question, then we will ask and expect to hear a relevant response. The

example is, if we want to know what is happening in the world and we expect to hear a certain subject of current interest in a certain kind of language.

2.2.1 Listening for Main Ideas

Listening for main ideas has the same point as the skimming technique in the receptive language skill. Skimming is one listening technique used to enable the students to grasp the idea of the listening text. Moreover Harmer (1983:144) explains that to skim is not paying attention to irrelevant information that the speakers have already said the same thing in a different way. There must be key words in one sentence. The key words are the most important in the sentence. In reading and in listening a text, there are some words that are important for our understanding of the whole passage than the other words which are only necessary for sentence construction. These less important words include prepositions and conjunctions where nouns and verbs usually convey meanings. So, key words are the important words that must be found in order to understand the whole passage easily. Simanjutak (1988:54-55) explains that to skim key words, the students must convince themselves and skip words and still be reading or listening.

According to Norton (1990:144) there are four methods useful in helping the students' listening for main ideas. they are as follows :

- a. After the oral presentation, the students should offer their ideas for the best title. The teacher can write the suggested titles on the chalk board, and the students can discuss and defend appropriateness and completeness. Use a simpler paragraph that is appropriate for the elementary class.
- b. Before they hear a paragraph, it is better for the students to be given feed back. Have the students listen to oral warming up sub heading. The warming up form, can be some questions that the students can answer them. For example, a science sub heading, " The shape of molecule " could be changed to the question, " what is the shape of molecule ? "

- c. Have the students listen to a story, and stop periodically to have them summarize the main ideas of the selection up to that point.

For example :

This is Sue's house. Sue has pets.
There are three cats in the house. One is on the bed.
One black cat is under the chair and one thin cat is in the basket. Sue likes birds too. They are yellow. They are in the cage. Do you have pet?

The main ideas of the story is Sue's pet

(Norton,1990:144)

2.2.2 Listening for Detailed Information

The listening for detailed information has a purpose to find out only one or two facts. Fachurrazy (1994:26) explains that finding the details that support the main idea can be in the form of classification, definition, explanation, illustration, comparison/contrast, cause/effect relationship and restatement.

The students often have trouble differentiating between important and insignificant detail. There are some considerations from Norton (1990:125) to help the students define their purpose for listening for detailed information. They are as follows :

- a. Ask the student to classify the details according to whether they are important, helpful or unnecessary after the listening presentation.
- b. The classifications include characteristics such as size, color, texture, number etc.
- c. The students can have a picture of his own description of his classification and then compare their pictures with the oral presentation.

(Norton,1990:125)

2.3 Teaching Listening to Children

2.3.1 The Importance of Teaching Listening for the Elementary Level

There are three reasons, considering listening as a skill, that should be taught. First, it concerns with the language acquisition. In this case Cook and Ambruster (1983:181) state that the process of children learn the first language is the same as the second language. Further, he explains that by giving the children ample opportunities to hear the same phrases again and again, they can easily acquire a foreign language. The teacher should use the target language as intensive as possible in the teaching learning process. Scott and Ytrebreg (1994:18) suggest the teacher to try to speak as much of the time as he/she can mime, act and puppets. From listening to story, listening to a poetry and listening to music, the children may give many opportunities to listen to the target language (English).

Second, according to Scott and Ytreberg (1994:22) it is stated that, the eight to ten year old children can sit still and listen for longer period. Norton (1990:94) adds that elementary children spend over 50 percent of their classroom time to listening rather than speaking and reading.

Based on the explanations above, it can be concluded that listening is a skill that plays an important roles in the process of second or foreign language acquisition. Besides the elementary children can sit to listen for longer time. To overcome the development of conformity, misconceptions, prejudices and stereotypes, the children need to do critical listening.

2.3.2 The Content of Listening for the Elementary Level

It is very difficult and even boring work in presenting listening class for children, if the action of the students and the instruction given by the teacher is irrelevant. Moreover, the ignorance of the students themselves to listen or the noise from the outside class happen in the classroom. However, it happened because the

material chosen is not suitable with the children. For that reason, choosing an appropriate listening material is very important.

In this case Krashen in Hamied *et, al* (1995:248) explain there are two important aspects in choosing suitable materials for any skills in the elementary level. They are comprehended material and interesting material. The comprehended material can include the usage of vocabularies, the word construction in the sentences and the content. In choosing the vocabulary of the elementary level, Ede and Williamson (1980:63) note that children always use words for objects in immediate environment, for things in pictures, food, parts of bodies for the people closely related to them. Interesting material is concerned with the students' intention. In this case Ede and William (1980: 65) state that the child's intention may be drawn to the things in the world that have colors, distinctive sizes, shapes and textures.

Rubin (1983:14) describes that a complete view of listening takes place in the complex process of receiving and attending, perceiving, assigning meaning and responding. The listening process includes assigning meaning and the teacher' might involve in this process. As Haliwell (1993:4) explains that the teacher's usage of gestures, intonations, demonstration, actions and facial expressions is needed by the students to convey meanings to what the teacher is saying.

Listening to a tape is difficult. According to Lewis and Hill (1992:63) there are three disadvantages to present listening using recording. They are something like technical changes in sound made by the machine. The listener is difficult to interpret the understandable words because they do not see the speaker's facial expressions or watch the lip movement and it is impossible for the students to interrupt for repeating for confirmation. Moreover, if the teacher uses the recording, she might take some considerations. As Ur (1997:23) states that recording should be used for definite specific purpose, available in many types of discourse and present native accents.

The listening material can be taken from the book. At least there are five advantages for the teacher who is working with the course book (Halliwel, 1994: 113). They are economy of preparation time, clearly thought out of program which is

appropriately sequence, wider range of material to be chosen, the students can do the activity on their own, so that the teacher does not have to be a center stage all the time, the last one is security. In specific, most of listening course books offer that authors employ, entice the children to listen and then participate in some devices (Pilon, 1978:66). They include the use of cumulative verse, repetitive refrains, to predict what is going on to the telling of a story or a poem, rhyming words, questions that arouse a child's desire to response, plots or topics that implicitly or explicitly invite the listener to suggest answers.

2.3.3 The Procedures and Some Techniques of Teaching Listening for the Elementary Level

In teaching a foreign language to children, they just need to receive, process, store and remember information (Georgemos and Puchta, 1997:5). In this case, Scott and Ytreberg (1994:21) state that it is important to say things clearly and to repeat the materials again and again when teaching a foreign language to the elementary students.

Meanwhile, Tabors in Genesee (1994:109) finds two procedures of the second language learning concerning with the listening class for children. They are : spectating and rehearsing. Spectating refers to active observation by the second language learning children when they were near of English speakers. Rehearsing refers to those behaviours by the learners that did not appear to be communicative but indicated that they were producing English. Repetition can be classified into rehearsing. The example is the students try to construct the following sentences : I finished, I have finished, I am finished.

However, Ur (1997:36) explains that learning new sounds is more a matter of acquiring habits. So, the process of teaching is mostly based on a behaviourist model. The teacher demonstrates the sounds and encourages the students to imitate or identify them. Also, she/he explains that the task does not mean to test, but it means

to train. If the students are getting wrong answers, the teacher should stop, for demonstration of the sounds again, until the students understand. The repetition stages should be based on short, easy memorized words or isolated words, because to imitate the sounds themselves helps the students hear them correctly.

Based on the ideas above, it can be restated that, the procedures of teaching listening for the elementary level is giving more emphasis on listening and repeating. However, a teacher needs some techniques to help the students interested and joyful during the teaching learning process. In line with this idea, Fisher and Terry (1977:34) propose some techniques in the teaching of listening as follows :

a. *Through the pupils*

The teacher must know the ability of his/her students, so she says "listen to me, please. Maria can swim, Linda can draw etc. The sentences must be true and accompanied by the appropriate action sounds.

b. *Using a Mascot*

If we use a Teddy as class mascot, it can present a dialog with Teddy as a partner. As Teddy should belong to everyone in the class, so the students can make questions to him.

c. *Drawings*

The teacher can use a simple line drawing on the board.

d. *Silhouettes*

The teacher can use silhouettes on the overhead projector

e. *Puppets*

Teacher can use simple puppets made of paper bags with holes for eyes.

2.3.4 The Activities to Develop the Components of the Listening Skill for the Elementary Level

Fisher and Terry (1977:128) say that since listening is an active activity, the students must participate in his own instructional improvement. It means that the

listening skill needs to be developed through a variety of activities in which the children can see the consequences of their quality of listening. Can they see that they have enjoyed when they listen to a story, musical or instrument? Can they enjoy playing a game when they have understood the directions?

According to Norton (1990:95) the teacher must know the components of listening and develop the instructional task that will improve the children's listening ability. Then, he divides the components of listening into five components. They are (1) auditory awareness, (2) auditory discrimination, (3) auditory memory, (4) attention and (5) comprehension. They are as follows :

a. Development of Auditory Awareness

The auditory awareness refers to the children's awareness of the sound right around them, after listening to something in their environment. It concerned that children can identify a certain sound of thing, then, they may predict what happens. "The listening and walking" is one of listening activity in this term. While they are walking, they listen to something that they find.

b. Development of Auditory Discrimination

The auditory discrimination refers to a child's ability to hear differences in letter sounds and words. For example, can the child discriminate the aural spoken between the word "bit and bet". Rhyming elements in words provide many opportunities to be gained from word sounds. For example : the teacher can prepare a series of several rhyming elements, such as the words : ask sack, bat, cat, track, hat, black. Have the pictures in random order and ask the student to put the rhyming picture together.

Space in Norton (1990:101) has some suggestions when the teacher develops the student's auditory discrimination. They are :

- 1) Poor discrimination of vowels may cause low tone hearing loss.
- 2) Poor discrimination of certain consonants may cause high tone hearing loss.
- 3) Repeated testing is recommended for the first grade.

4) If the instructional program puts words or sentences, it is not necessary to present the auditory discrimination test

c. Development of Auditory Memory

Georgemos and Puchta (1997:15) state that children will acquire new information through their sense: from what they see, what they hear and exactly do. Furthermore, he explains that the more individual senses are collectively active during the reception of new information, the more effectively the pupil will store it.

According to Norton (1990:115) the auditory memory activities for children include the following experience : imitating sounds, numbers and sentences sequence. It is also possible to give instruction to follow the alphabetical order for the imitating activity, such as apple, book, cat, dog, fish....etc.

d. Development of Attentive Listening

Pilon (1978:56) has descriptions of when the listeners are more apt to listen attentively. They are as follows:

- 1) The speaker can be heard and understood comfortably, without distracting outside noise, too-low volume, or interruptions.
- 2) The listeners are interested and involved in the presentation, preferably actively involved.
- 3) The listeners have positive feelings toward the speaker.
- 4) The listeners are motivated to interact and respond.
- 5) The listeners know they will be expected to respond.
- 6) The listeners do not have to listen for long without doing something active
- 7) The presentation is forceful and clearly organized.

Further, Fisher and Terry (1977:5) state that since concentration and attention span are short, variety of activities, variety of noise and variety of class organization are needed. In line with this idea, Scott and Ytreberg (1994:22) propose some varieties in the listening class based on the silent setting and with a noise/ movement made by the students. They are as follows:

a) Listening and doing activities

(1) *Instruction*

The students follow the teacher's instruction.

(2) *Moving about*

The Students make of movement based on the teacher's instruction.

(3) *Put up your hand*

It is a kind of games that is concerned with the students' memory.

(4) *Mime story.*

The teacher tells the story and both of the students and the teacher do the actions of the story.

(5) *Drawing*

This activity is useful for checking objects, vocabulary, prepositions, numbers and colors.

b) Listening for information

(1) *Identifying exercises*

The student identify the teacher's description on pictures.

(2) *Listening for the mistake*

The students have to listen the mistakes

(3) *Putting things in order*

The students listen to the text and put the pictures in the order they think is right.

(4) *Questionnaires*

It is an integrated skill between listening and writing, for example: How many times Susan watches TV in the evening? How many hours Tia watches TV ?

(5) *Listen and Color*

The student's activities are coloring pictures and the teacher should let them color by themselves.

c) Listening and repeating activities

(1) *Rhymes*

The students rhyme the words or sentences again and again

(2) *Song*

The students follow to sing the teacher's song

(3) *Exercises*

The students repeat what the teacher's has been said. It can be sounds, a short dialog using, a toy or a message for someone else.

d) Listening to stories

(1) *Telling stories*

The students with silent setting listen to the teacher's telling a story.

(2) *Traditional fairy tales*

It is a kind of story

(3) *Creating a story*

The students can predict what happen for the next ?

(4) *Reading a story*

The teacher can read the story from a book loudly. In reading story, the teacher should not change the story at all. It is because the children will very often retell the story word by word, they do not like any changes are being made.

e. *Comprehension*

Listening comprehension refers to the listener 's highly conscious seeking of meaning from a listening experience. This level of listening includes the following activities: classifying information, categorizing, indexing, comparing, defining, predicting, applying, seeing cause effect, critical evaluating appreciating and creative problem solving.



2.4 Testing Listening for Elementary Students

Hughes (1989:134) divides the listening test into two kinds, micro and macro skills test. The macro skill test is related to the test of the purpose of listening activity, which includes : listening for detailed, obtaining gist, following direction and following instruction. The micro skill test is related to the test of the interpretation of intonation, recognition of function of structure and interpretation of phonetic code. While Heaton (1975:65) stated that listening test are divided into two categories: (1) Test of phoneme discrimination and test of listening stress and intonation. (2) Test of listening comprehension.

Listening test based on the person who constructs can be divided into two kinds. They are standardized listening test and teacher-made test. According to Norton (1990:109) stated that there are two kinds of standardized tests. First, it is called the sequential test of education progress (STEP). It is around 90 items which measure the students' abilities in finding and interpreting the main idea, finding and remembering the detailed information and understanding word meaning. The students must read as well as listen in order to answer the question. Many of the items on the test can be answered without first listening to the oral presentation. Second, it is called the cooperative primary test. It measures the students' ability in auditory discrimination of letter sound, auditory combination of letter sounds into word and listening comprehension. In this test, the teacher reads words, sentences, stories or poem while the student marks the correct pictures.

While Brassard in Norton (1990:110) suggests some considerations for the teacher in constructing the listening test for Elementary Level. They are :

- a. The test should contain two parts : one measures vocabulary and one measures the paragraph comprehension.
- b. There should be two forms for each test : one for administration as a listening test and the other as a reading comprehension test.
- c. Both forms should be the same in length and level in difficulty.

- d. The test should be in the true- false format, marking and a multiple choice format.
- e. Pictures should be used to designate the answer choice.
- f. Items of varying difficulty should be distributed throughout the test.
- g. Directions should be as brief and simple as possible.
- h. The listening measurement should be read to the student, it is not reading by the student.

According to Hughes (1989:139) there are 3 considerations must be fulfilled in present listening test using recordings. They are (1) the recording should be presented in language laboratory or in a room with good acoustic qualities; (2) the language laboratory should be good recordings with suitable equipment; (3) the recording should be clear all parts of the room. Furthermore, he explains that if those conditions do not obtain, then a live presentation is preferred. If the presentation are to be live, then it should be a single speaker in presenting listening test. So, the speakers should have English background knowledge, responsible and trustworthy individuals.

2.4 Pictures used in Teaching Listening

As we know, young children are able to understand what is being said by the teacher to them before they understand the individual words. The intonation, gestures, facial expressions, actions and circumstance help to tell them what the unknown words and phrases probably means (Haliwell, 1993:3). When the children learn a foreign language, they may find difficulty to understand and interpret the new language. Here the translation can be used to assimilate the meanings. However, Wright (1989:137) explains that translation might provide meanings quickly, but it does not develop the natural learning strategy. On the other side, he adds that pictures have a role to play in the teaching of meanings naturally. As El -Araby (1974:6) states that a picture is better than a thousand words.

Fisher and Terry (1977:348) state that an experience is the important factor in achieving language for children. Thomas in Hamalik (1980:45) divides three kinds of experiences, that can be gained by children in learning language. First, the experience through the concrete objects that can be touched and smelled. Second, the experience through representative objects that can be observed, including the aids. Third, the experience through the literary books, newspapers or magazines.

Bowen (1990:5) promotes five considerations in choosing pictures as aids in learning language. They are appeal, relevance recognition, size and clarity. According to Yunus (1981:53) it is stated that pictures used in the classroom should contain three elements, they are :

- a. Pictures of individual persons and of individual object.
- b. Pictures of situations in which persons are doing something with object and with the relationship of object and people can seen.
- c. A series of pictures (six to ten) charts.

Based on the explanations above, the pictures used in this research are the individual pictures, composite pictures and picture series.

2.4.1 Individual Pictures

Individual pictures are single include pictures of objects, persons or activities. The characteristics of them are small pictures and help the students grasp the meanings of the material that are taught by the teacher. When the students find difficult to grasp the meanings from the speech of the teacher, here the role of pictures can assimilate the meanings of oral language. For example , when the teacher presents new vocabulary about animals orally, she could show the animal pictures directly. So the role of pictures can speed the process of the students to assimilate the meanings.

2.4.2 Composite Pictures

Yunus (1981:49) states that composite pictures are large single pictures which show a scene (hospital, beach, canteen, railway, street) in which a number of people can be seen doing something. Meanwhile, Wright (1989:214) states that the situation pictures recommended are for eliciting 'real' language, 'What do you see?', 'What are they doing?', 'Would you like to that?' and any other structures (of age, weather, clothing, action) to which the pictures should be used to stimulate ideas for composite. The composite pictures enable students to see places, people and events that they would otherwise not see because of factors like distance, time and cost. They not only contain a local subject matter but also foreign, therefore it is necessary to expose the students to the differences that exist between countries and cultures.

Because of their size, composite pictures are most appropriate for whole-class teaching rather than individualized learning or group work although there is a tendency of the teacher to over-use such pictures in their effort to the maximum used of the context.

2.4.3 Picture Series

Yunus (1981:50) states that picture series is a number of related composite pictures linked to form a series or sequence. It means that, pictures have relation to each other to make series or sequence. Hence, pictures have a function to tell a story or sequence of events. A wide variety of picture series is available in the text book, comics and in cartoon strip of magazines, they can be used by the teacher to copy or enlarge. Sets of picture series are also available commercially. However, the observant teacher can find such series in other sources, for example calendars and wrapping paper.

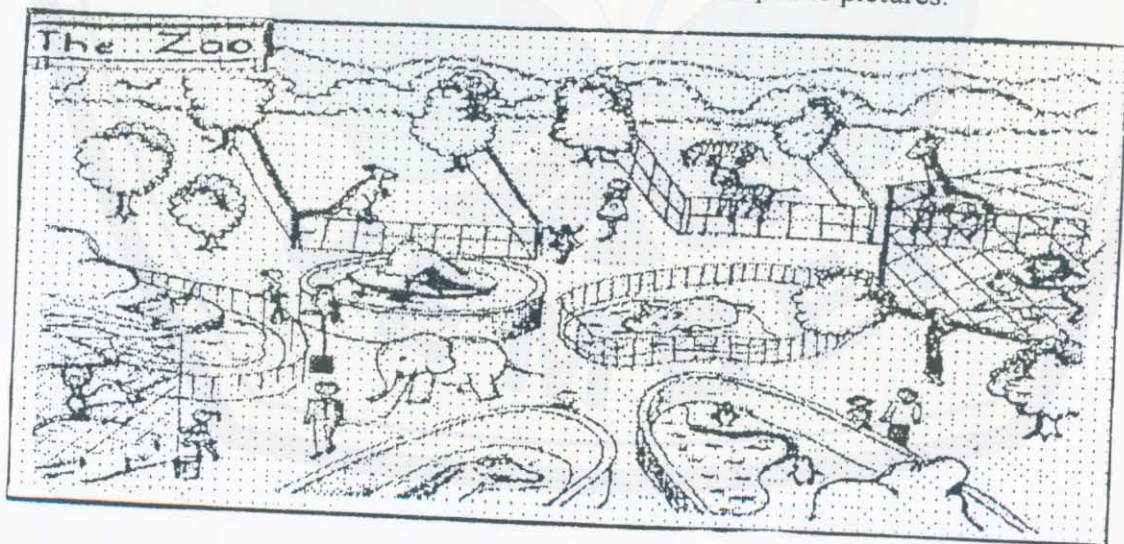
The wrapping paper examples are produced by a company and are available at most large department stores and stationary shops. Picture series from such sources should always be mounted on lightweight cardboard. They can, then, be used as they

are on the one sheet, or cut into individual frames. The latter allows for more varied use in the class-room and also enables the teacher to take out whichever frames he feels are necessary.

2.5 Pictures as Media to Develop the Students' Listening Skill

Listening is the skill that children acquire first. When pupils start learning language, it mainly goes through their ears. As Scott and Ytreberg (1994:21) state that, what the pupils hear is the main source of the language. However, to understand and to interpret language orally is very hard for children. So, in this way there are many visual aids that have a function to give back up in understanding the language, for instance, picture.

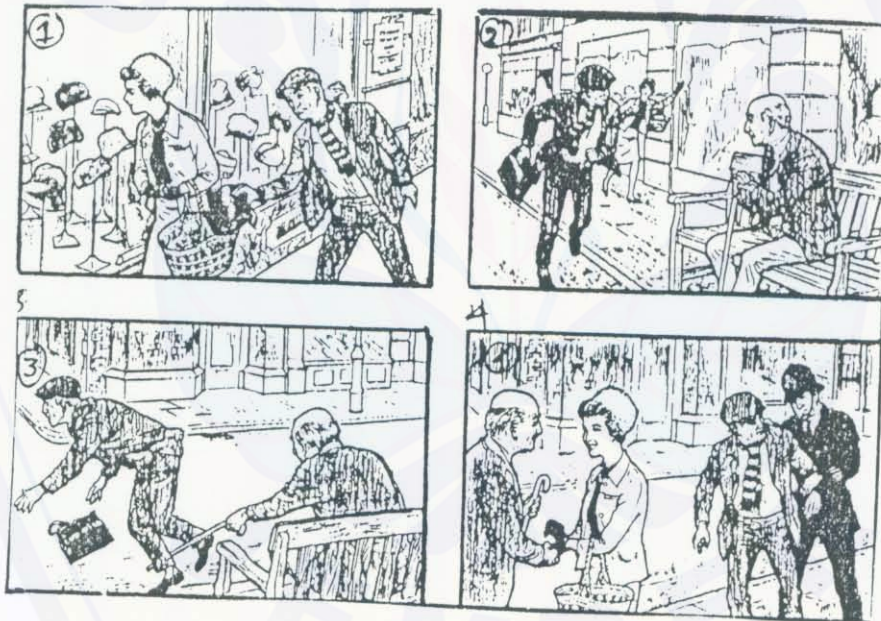
Mc. Keon in Genesee (1994 :23) says that the teacher can help the students to grasp meanings by bringing the understandable context in the classroom. So, the teacher has to create a context in which the verbal and non-verbal communication take into account. According to Wright (1989:136) the meanings the student's communication derive from words affected by the context they are in. Moreover, he explains that pictures can represent or contribute much to the creation of the context in the classroom. The following example is the composite pictures:



(Sukah, Kasbolah, Murdibjono and Rachmayanti, 1995:34)

The main idea of the composite pictures above is in the zoo. It can be showed by the detailed information that we can see. There is an elephant, a kangaroo, a giraffe and other animals.

There are many techniques to make the children, whose language proficiency is very limited, to grasp meanings. In listening, Mc Keon in Genesee (1994:23) states that tone of voice conveys meanings far beyond what more words can express. When children predict to what happen in listening to a story or speech, they extend their ability to understand sequential relationship. Here the non verbal information will be needed for the students to understand the relationship between the people involved in the story and to what they hear. In line with this, Met in Genesee (1994:164) states that in matching what the students hear with what the students see, the teacher can ensure that the students have access to meanings. The example is :



(Hughes, 1989:84)

The main idea of the picture series above is the kindness of the man. It can be shown by the detailed information of the picture 1 tells about there is a thief who steals the lady's wallet in front of the shop. Picture 2 shows that the thief is running because the lady screams and know that her wallet is stolen by the thief. Picture 3 tells about the effort of the man to stop the thief by his stick. Picture 4 tells about the succession of the man to give the wallet back to the lady.

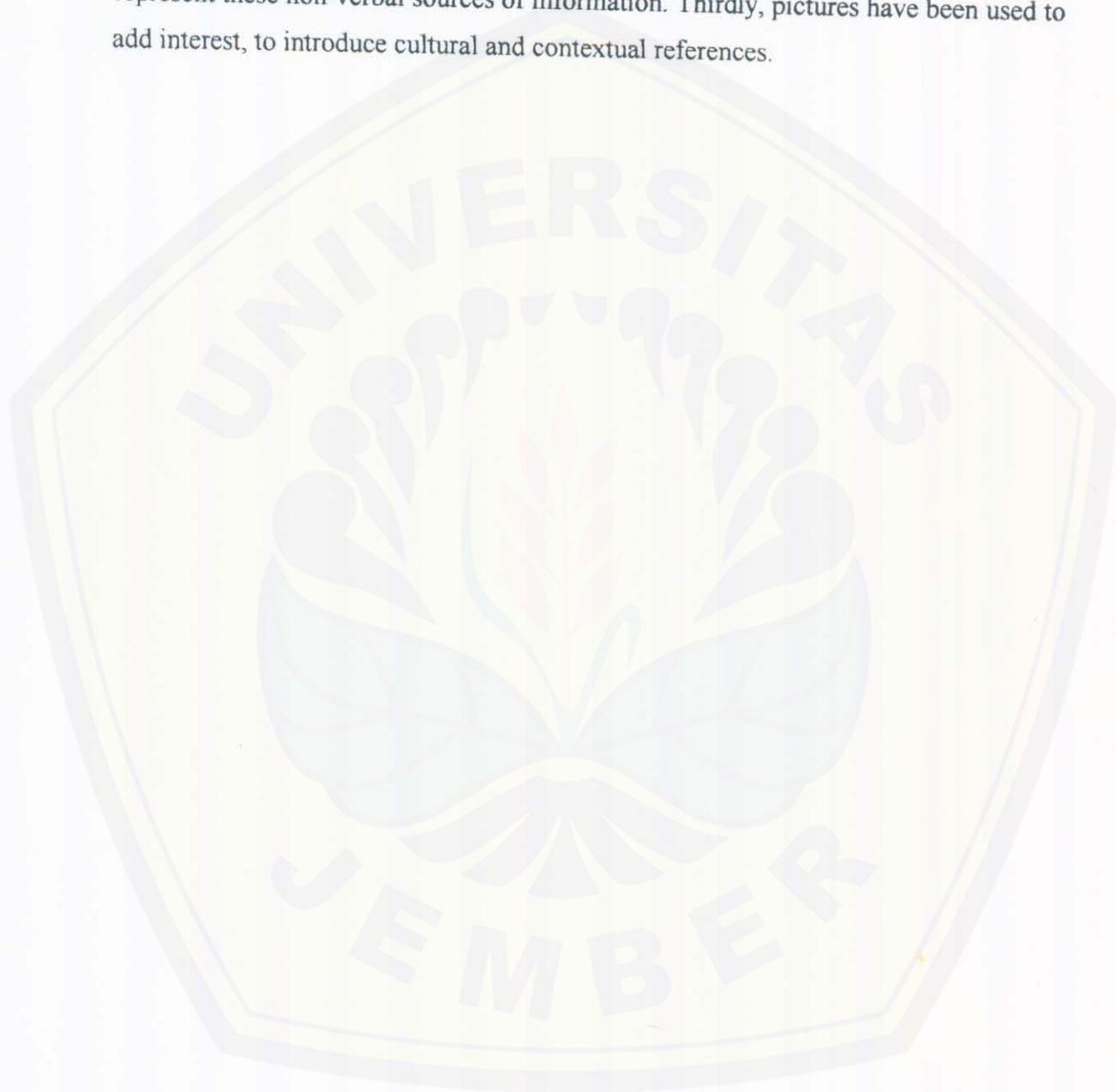
As we know the frequent repetition allows certain language items to be acquired, while others are being reinforced. The repetition can make the students feel bored. The presentation of fun and interesting pictures may give motivation to overcome their boredom (Wright, 1989:2). El- Araby (1974:6) adds that pictures with colorful and fun drawing make easy for the children to memorize the items to be taught. Besides, when the children learn a foreign a language, they need many experiences in order to develop their new knowledge. Further, he explains that the real life experience provides the best learning situation. However, there are many things which are difficult to bring into classroom. Wright (1989:2) states that through their representation of place, objects and people, pictures are an essential part of the overall experience. The example is :



The main idea of the individual pictures are animals. It can be shown by the presentation of an elephant, a tiger and a bear.

Finally, we can conclude that pictures have a major role to play in the development of the students' skill in listening. Firstly, the use of suitable pictures in

the introduction of language orally can speed the process by which the students an assimilate meanings. Secondly, the non- verbal information will help the students predict and to respond to the spoken language appropriately. In brief, pictures can represent these non-verbal sources of information. Thirdly, pictures have been used to add interest, to introduce cultural and contextual references.



III. RESEARCH METHODS

3.1 The Research Design

This research was intended to describe the fifth year students' listening abilities of *SDN Jember Lor III Jember* in the 2000/2001 academic year. In line with this purpose, the appropriate design chosen was a descriptive research. According to Arikunto (1993:291) 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 conducted in this research were as follows :

- a. Determining the title
- b. Studying the references
- c. Formulating the problem
- d. Determining the data resources
- e. Constructing the instrument (the listening test)
- f. Collecting the primary data
- g. Analyzing the collected primary data
- h. Making a conclusion
- i. Writing the research report

3.2 The Area Determination Method

Determining the research area was an important step in conducting a research. The research area was determined by using the purposive method. This research was conducted at *SDN Jember Lor III Jember*. This school was chosen as the research area because the researcher had been familiar with this school and English is taught

in this school. It was also based on the consideration of technical reasons, such as time, energy, fund and the easy permission from the school.

3.3 Respondent Determination Method

There are two kinds of methods to determine the respondent of the research. They are population and sampling methods. Arikunto (1993:187) states that if the number of the respondents is less than a hundred, it is better to take all of the subjects. On the other hand, if the number of the respondents is more than a hundred, it is allowed to take 10%-15% or 20%-25% of the whole population as the sample. Dealing with the idea, the population research was chosen in this research because the number of the respondents was less than a hundred students, namely 55 students. The 17 students were from the VA class and the 38 students were from VB class. The respondents of this research were the fifth year students of *SDN Jember Lor III Jember* in the 2000/2001 academic year.

3.4 Data Collection Methods

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

3.4.1 Documentation

Documentation is used to find out the data about the factor variables in the form of notes, transcripts, books, newspapers, etc (Arikunto,1993:202).In this research, documentation was used to get the supporting data about the personnel and the number of the students, the names of respondents and the facilities provided at school. These supporting data were taken from the school documents.

3.4.2 Interview

Interview is a dialogue conducted by the interviewer to obtain the supporting data from the interviewee. There are three kinds of interview : unguided interview, guided interview and free interview (Arikunto, 1993:127). In this research , a free guided interview was chosen in order that the supporting data gained were controlled and not too broad. In the interview, a list of questions was prepared by the interviewer and the questions were developed to gain the information needed. This kind of interview was used to gain the supporting data about the technique of teaching listening, the listening materials given to the students, the teachers' problems in teaching listening , the media used in teaching listening. This interview was conducted with the English teacher of the VA and VB year of *SDN Jember Lor III Jember*. There are two English teachers in *SDN Jember Lor III Jember*. The one was taught in VA and VB. While another was taught in IVA and IVB.

3.4.3 Listening Test

Test is a method of collecting data by giving test items to the respondents. Arikunto (1993:123) proposed that test was a set of questions, exercises or other means which were used to measure skills, knowledge, intelligence, ability or talent of individuals or groups. In this research, test was applied to measure the students' listening abilities.

The test was presented in lively situation that means no cassette played to test the students' listening abilities. The listening abilities measured in this test were listening for detailed information and listening for main ideas. The test consisted of two parts, namely :

- ◆ Part A (I, II, III) consisted of 20 items in which each item was scored 2,5. In this part, the students had to catch the detailed information presented by the teacher orally with pictures.

- ◆ Part B (IV, V, VI, VII) consisted of 20 items in which each item was scored 2,5. In this part the students had to find the main ideas of the listening text or made a conclusion or summary on the detailed information given by teacher orally with pictures too. The test items could be seen on Appendix 3.

There are two kinds of tests, they are subjective test and objective test. Test based on the person who constructs could be divided into two kinds, standardized test and teacher-made test (Arikunto, 1993:199). In this research ,the test was used for measuring the students' listening abilities through pictures was teacher-made test in the form of the objective test. Test covers true-false items (I), matching items (II, IV, VI, VII) and multiple choice items (III and V).

Talking about test, test should have validity and reliability. The research instrument was valid when it measured what should be measured, and it would be reliable when it was good enough to collect believable data (Arikunto, 1993:136).Based on the above idea, this research used content validity, in which the test items were made of by consideration of the material stated in the 1994 Curriculum of the Elementary School. Dealing with this, Heaton (1978:160) stated that the test had content validity if the test constructed contained a representative sample of course and the relationship between the test items and the course objective were always apparent.

Then, dealing with reliability, Heaton (1987:160) stated that reliability was a necessary characteristic of any good test: for it to be valid, a test should be first reliable as a measuring instrument. It means that if the test was valid, it should be reliable. Since the test used content validity, it was valid and it was also reliable. Therefore, the reliability of the test was not necessary to be used.

3.5 Data Analysis Method

Determining the data analysis method is very important in conducting a research. It is a requirement in order to be able to interpret the data obtained from the field. It is realized that the raw data will be meaningless if they are not analyzed.

The data analysis method used in this research was statistical method. This method was used to calculate the percentage of the students' listening abilities through pictures. The statistical formula used was as follows :

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

Notes :

E = The score of the students' listening abilities through pictures.

n = the scores obtained by the students of each indicator in listening test.

N = the total score of the test items.

(Adapted from Ali, 1987:184)

The steps in analyzing the data were as follows :

1. Scoring the students' results of the listening test.
2. Analyzing the scores obtained by the student in the listening test by using the percentage formula above.
3. Classifying the students' scores level using the table 1 below.
4. Describing the results' of the data analysis to answer the research problems.

Table 1. The Classification of the Score Level

SCORE	CRITERIA
96 – 100	Excellent
86 – 95	Very good
76 – 85	Good
66 – 75	More than Enough
56 – 65	Enough
46 – 55	Poor
36 – 45	Very poor
25 – 35	Bad
< 25	Very bad

(Adapted from Depdikbud RI, 1999:85)

IV. RESULTS AND DATA ANALYSIS

This chapter presents the results of the supporting data, the main data and discussion.

4.1 The Results of Supporting Data

The supporting data were obtained from documentation and interview

4.1.1 The Result of Documentation

SDN Jember Lor III Jember as the research area is located at Jl. PB Sudirman no. 42 Jember. This school has nine classrooms divided into nine classes. Then, the total number of the students of *SDN Jember Lor III Jember* in the 2000/2001 academic year is 355 students that are consist of nine classes. The detailed information about the numbers of the students of each class can be seen on Appendix 7.

The personnel employed in this school are one principle, 11 permanent teachers and 3 impermanent teachers, 2 administration staffs, 2 gardeners and one librarian. There are 2 English teachers, the English teachers do not have qualification for teaching English at Elementary School because they are classroom teachers/generalists. The names of the school personnel can be seen on Appendix 6.

Dealing with the facilities, the school has a library, a science laboratory room, a small mosque, the principal's room, the students' health service room, a canteen, four bathrooms and a cooperation room. Dealing with the respondents, the names of the respondents could be seen on Appendix 8.

4.1.2 The Results of the Interviews

From the interview conducted with the English teacher, it was obtained the following information. In teaching listening, the teacher applied the lecturing method and sometimes through songs. In lecturing method, the teacher read the book

loudly, asked the students to imitate the new words. The aids and the teacher's gestures were sometimes used by the teacher for help the students to interpret the meanings of unfamiliar words. The students did the task after having listened to the teacher. In this case, there was no great involvement of the students in learning English. The teaching learning process was more dominated by the teacher, while the students were passive learners. Concerning with the number of the fifth B students, the teacher found some problems. In this case, here were some possibilities for the students to make a noise. For the aids, the picture and cassette were the aids that used in teaching listening. The cassettes were provided to teach listening for songs. Meanwhile, the materials given in teaching listening were taken from Prima, First Step 3 an English book published by Intan Pariwara.

4.2 The Primary Data

The following table shows the scores of listening test of the respondents

Table 2. The Results of Listening Test of the Respondents

NO	LISTENING					
	A			B		
	T	F	S	T	F	S
	1.	2.	3.	4.	5.	6.
1.	16	4	40	18	2	45
2.	14	6	35	17	3	42.5
3.	15	5	37.5	19	1	47.5
4.	17	3	42.5	19	1	47.5
5.	14	6	35	19	1	47.5
6.	18	2	45	16	4	40
7.	15	5	37.5	17	3	42.5
8.	13	7	32.5	16	4	40
9.	14	6	35	16	4	40
10.	15	5	37.5	18	2	45
11.	14	6	35	17	3	42.5
12.	13	7	32.5	17	3	42.5
13.	16	4	40	18	2	45
14.	15	5	37.5	17	3	42.5
15.	13	7	32.5	14	6	35
16.	16	4	40	18	2	45

	1.	2.	3.	4.	5.	6.
17.	15	4	37.5	17	3	42.5
18.	15	4	37.5	18	2	45
19.	13	7	32.5	13	7	32.5
20.	14	6	35	19	1	47.5
21.	12	8	30	17	3	42.5
22.	17	3	42.5	20	0	50
23.	13	7	32.5	16	4	40
24.	13	7	32.5	17	3	42.5
25.	15	5	37.5	19	1	47.5
26.	13	6	32.5	18	2	45
27.	13	6	32.5	18	2	45
28.	15	5	37.5	18	2	45
29.	12	8	30	15	5	37.5
30.	15	5	37.5	18	2	45
31.	17	3	42.5	19	1	47.5
32.	10	10	25	15	5	37.5
33.	13	7	32.5	18	2	45
34.	10	10	25	16	4	40
35.	10	10	25	18	2	45
36.	14	6	35	17	3	42.5
37.	16	4	40	17	3	42.5
38.	10	10	25	15	5	37.5
39.	18	2	45	20	0	50
40.	15	5	37.5	17	3	42.5
41.	16	4	40	17	3	42.5
42.	16	4	40	18	2	45
43.	16	4	40	20	0	50
44.	16	4	40	19	1	47.5
45.	14	6	35	16	4	40
46.	15	5	37.5	18	2	45
47.	15	5	37.5	17	3	42.5
48.	20	0	50	20	0	50
49.	18	2	45	20	0	50
50.	19	1	47.5	16	4	40
51.	19	1	47.5	18	2	45
52.	16	4	40	19	1	47.5
53.	19	1	47.5	18	2	45
54.	18	2	45	19	1	47.5
55.	19	1	47.5	18	2	45

NOTES : A : Listening for detailed information
 B : Listening for main ideas
 NO : The number of the respondents
 T : The number of the correct answers
 F : The number of the wrong answers
 S : The scores obtained in each indicator

4.3 Data Analysis

The following table is the computation results of each indicator. The results were analyzed by using the formula :

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

Where : E = The scores of the students' listening abilities through pictures in each indicator.

n = The scores obtained by the students of each indicator in listening test

N= The total number of the score of the items of each indicator

Table 3. The Interpretation of the Students' Score in Listening

NO	LISTENING						
	A			B			T
	n	N	E	n	N	E	
	1.	2.	3.	4.	5.	6.	7.
1	40	50	80	45	50	90	85
2	35	50	70	42.5	50	85	77.5
3	37.5	50	75	47.5	50	95	85
4	42.5	50	85	47.5	50	95	90
5	35	50	70	47.5	50	95	82.5
6	45	50	90	40	50	80	85
7	37.5	50	75	42.5	50	85	80
8	32.5	50	65	40	50	80	72.5
9	35	50	70	40	50	80	75
10	37.5	50	75	45	50	90	82.5
11	35	50	70	42.5	50	85	77.5
12	32.5	50	65	42.5	50	85	75
13	40	50	80	45	50	90	85
14	37.5	50	75	42.5	50	85	80
15	32.5	50	65	35	50	70	67.5
16	40	50	80	45	50	90	85
17	37.5	50	75	42.5	50	85	80
18	37.5	50	75	45	50	90	82.5
19	37.5	50	75	32.5	50	65	70
20	35	50	70	47.5	50	95	82.5
21	30	50	60	42.5	50	85	72.5
22	42.5	50	85	50	50	100	92.5

	1.	2.	3.	4.	5.	6.	7.
23	32.5	50	65	40	50	80	72.5
24	32.5	50	65	42.5	50	85	75
25	37.5	50	75	47.5	50	95	85
26	32.5	50	65	45	50	90	77.5
27	32.5	50	65	45	50	90	77.5
28	37.5	50	75	45	50	90	77.5
29	30	50	60	37.5	50	75	67.5
30	37.5	50	75	45	50	90	80
31	42.5	50	85	47.5	50	95	90
32	25	50	50	37.5	50	75	62.5
33	32.5	50	65	45	50	90	77.5
34	25	50	50	40	50	80	65
35	25	50	50	45	50	90	70
36	35	50	70	42.5	50	85	77.5
37	40	50	80	42.5	50	85	82.5
38	25	50	50	37.5	50	75	62.5
39	45	50	90	50	50	100	95
40	37.5	50	75	42.5	50	85	80
41	40	50	80	42.5	50	85	82.5
42	40	50	80	45	50	90	85
43	40	50	80	50	50	100	90
44	40	50	80	47.5	50	95	87.5
45	35	50	70	40	50	80	75
46	37.5	50	75	45	50	90	82.5
47	37.5	50	75	42.5	50	85	80
48	50	50	100	50	50	100	100
49	45	50	90	50	50	100	95
50	47.5	50	95	40	50	80	87.5
51	47.5	50	95	45	50	90	92.5
52	40	50	80	47.5	50	95	87.5
53	47.5	50	95	45	50	90	92.5
54	45	50	90	47.5	50	95	92.5
55	47.5	50	95	45	50	90	92.5
Σ	2060	50	4120	2410	50	4820	4395
M			74.9			87.6	79.9

NOTES : NO : The number of the respondents
n : The scores of each indicator obtained by the students
N : The total score of the test items of each indicator
E : The score of the students' listening through picture in each indicator
T : The total students' scores of listening abilities through pictures
M : The mean score

The next step, after finding and analyzing the students' scores, is finding the score frequencies achieved by the students based on the criteria proposed by Depdikbud (1999:85). The following is the score frequencies obtained by the students.

Table 4. The Score Frequencies of the Students' Listening Ability for Detailed Information

NO	CLASSIFICATION	SCORE QUALIFICATION	FREQUENCIES	%
1.	Excellent	96 – 100	1	1.8%
2.	Very good	86 – 95	8	14.5%
3.	Good	76 – 85	12	21.8%
4.	More than enough	66 – 75	20	36.4%
5.	Enough	56 – 65	10	18.2%
6.	Poor	46 – 55	4	7.3%
7.	Very poor	36 – 45	0	0%
8.	Bad	26 – 35	0	0%
9.	Very bad	< 25	0	0%

Table 5. The Score Frequencies of the Students' Listening Ability for Main Ideas

NO	CLASSIFICATION	SCORE QUALIFICATION	FREQUENCIES	%
1.	Excellent	96 – 100	5	9.1%
2.	Very good	86 – 95	24	43.6%
3.	Good	76 – 85	21	38.2%
4.	More than enough	66 – 75	4	7.3%
5.	Enough	56 – 65	1	1.8%
6.	Poor	46 – 55	0	0%
7.	Very poor	36 – 45	0	0%
8.	Bad	26 – 35	0	0%
9.	Very bad	< 25	0	0%

Table 6. The Score Frequencies of the Students' Listening Abilities

NO	CLASSIFICATION	SCORE QUALIFICATION	FREQUENCIES	%
1.	Excellent	96 – 100	1	1.8%
2.	Very good	86 – 95	13	23.6%
3.	Good	76 – 85	27	49.1%
4.	More than enough	66 – 75	11	20%
5.	Enough	56 – 65	3	5.5%
6.	Poor	46 – 55	0	0%
7.	Very poor	36 – 45	0	0%
8.	Bad	26 – 35	0	0%
9.	Very bad	< 25	0	0%

Based on the results of the data analysis, it was found that :

1. The mean score for listening for detailed information was 74.9
2. The mean score for listening for main ideas was 87.6
3. The mean score for listening abilities was 79.9

Then, having consulted with the table of the score classification, the results are as presented in the following :

Table 7. The Classification of Students' Listening Abilities

NO	LISTENING	MEAN	SCORE QUALIFICATION	CLASSIFICATION
1.	For detailed Information	74.9	66-75	more than enough
2.	For Main Idea	87.6	86-95	very good
3.	Listening Abilities	79.9	76-85	good

Based on the table above, it is known that :

1. The mean score of the students' listening for detailed information was 74.9. It was around 66–77. It means that the classification of the students' score on abilities in listening for detailed information was more than enough.

2. The mean score of listening for main ideas was 87.6. It was around 86 –95. It means that the classification of the students' on listening for main idea was very good.
3. The mean score of the students' listening abilities was 79.9. It was around 76–85. It means that the classification of the students' listening abilities was good.

4.4 Discussion

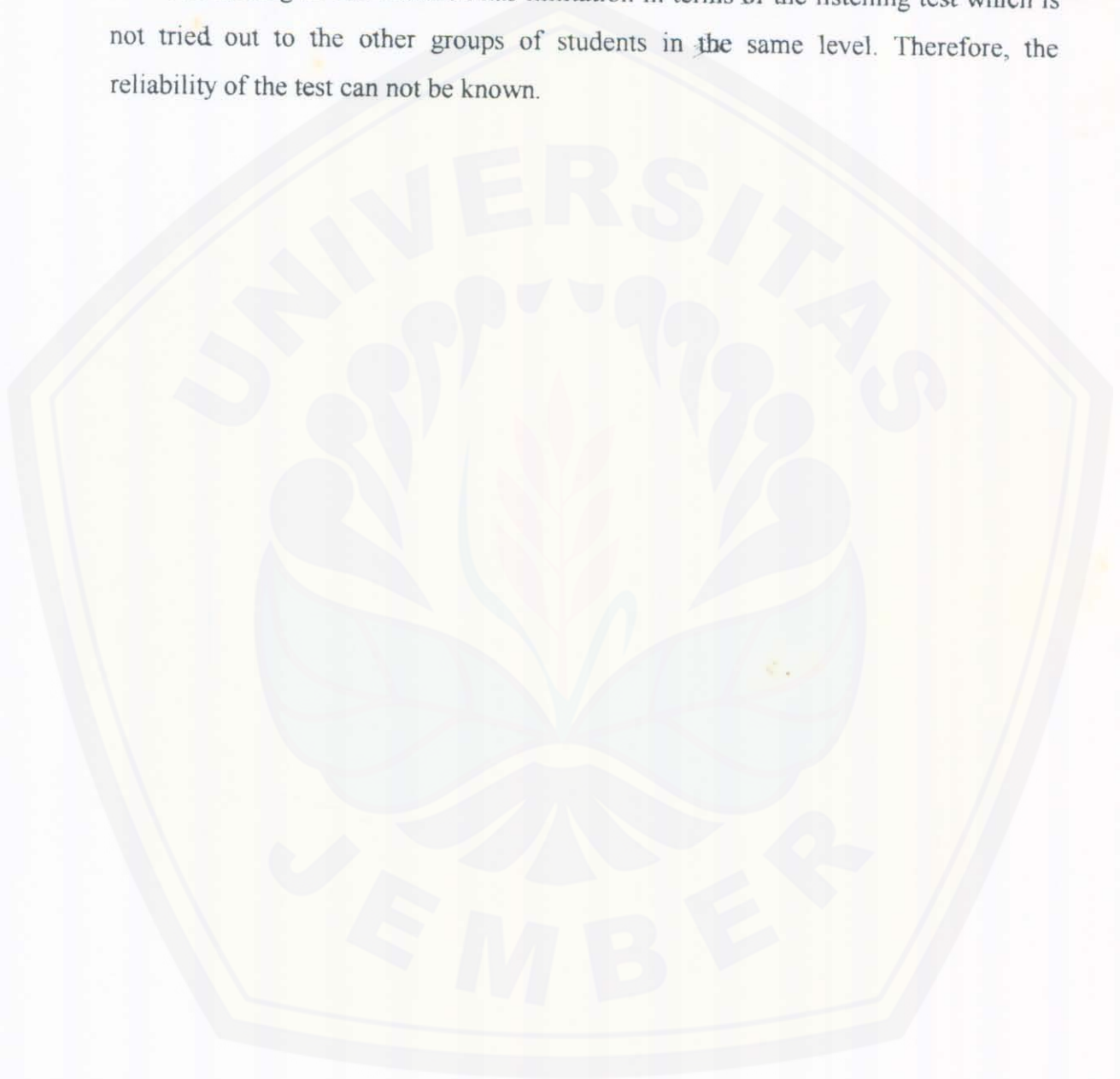
From the results of the data analysis of the students' listening abilities, it is known that the lowest mean score of the students listening abilities is listening for detailed information 74.9 or more than enough. There are 36.4% students having more than enough classification. These students mostly failed to answer the listening test especially for the items number 16 until number 20. For these items, the students have to catch the detailed information of spoken language.

The failure of the students to listen for detailed information maybe affected by the frequency of teaching listening for detailed information which is less than listening for main ideas. From the result of interview, it is known that the English teacher rarely applies listening for detailed information. Theoretically, according to Brown and Yule (1995:144), the failure of the students to catch the detailed information is concerned with the students' poor memory. Meanwhile, Norton (1990:103) states that the students' poor memory is concerned with the auditory discrimination, inattention, inability to understand instruction and inability to understand the language.

The implication of the finding is that the teacher of the class VA and VB of SDN Jember Lor III Jember has to give more exercises on listening for detailed information. It can be in the form of classification and transcription of human beings, things, size and color. Another type of exercise is a *simon say* game in which the students follow the instruction that is given by the teacher or students. Hopefully,

these would help the students' abilities in listening for detailed information. the teacher of the fifth A and B class is suggested to practice the students listening skill to increase the students' listening skill.

The finding of this research has limitation in terms of the listening test which is not tried out to the other groups of students in the same level. Therefore, the reliability of the test can not be known.



V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Referring to the results of the data analysis that have been discussed and interpreted in chapter IV, it can be concluded that the fifth year students' listening abilities through pictures at *SDN Jember Lor III Jember* in the 2000 / 2001 academic year were good. It was proved that the total mean score of the students' listening abilities was 79.9. To make it clear, here are the descriptions of each indicator, in this case, listening for detailed information and listening for main ideas.

1. The mean score of listening for detailed information was 74.9. meaning that the classification of the students' abilities in listening for detailed information through pictures was more than enough.
2. The mean score of listening for main ideas was 87.6. meaning that the classification of the students' abilities in listening for main ideas through pictures was very good.

Considering the results above it was clear that pictures are useful and effective to be used in teaching English, especially in teaching listening and testing listening to the fifth year students of *SDN Jember Lor III Jember*.

5.2 Suggestions

Based on the results showed that the use of the pictures can improve the students' listening skill. some suggestions are given to the following people :

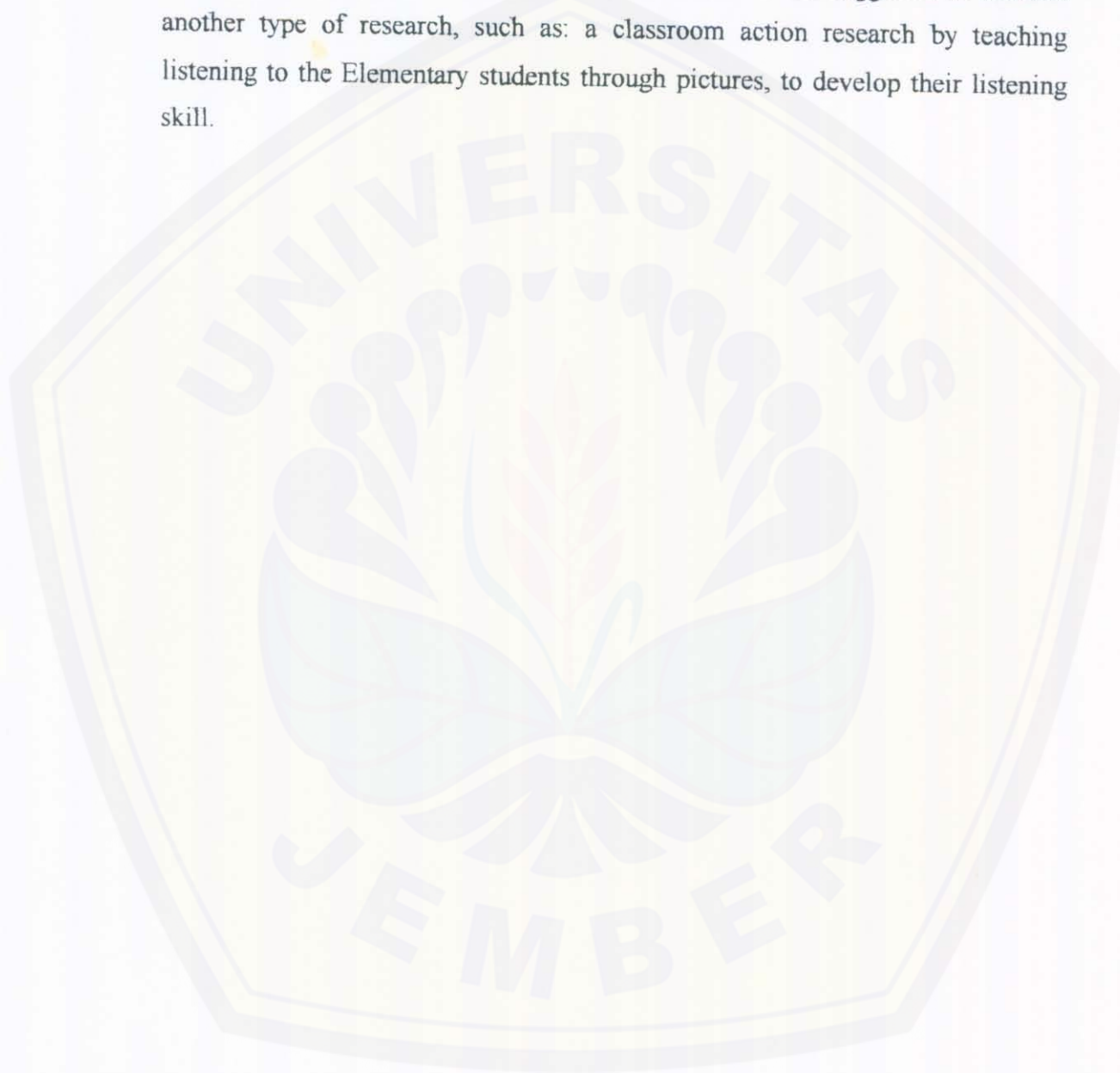
a. The English Teacher

1. The teacher may use pictures as media more frequently in teaching and testing listening to the Elementary students, because they motivate the students in learning listening.
2. The teacher should be creative to select the materials that are appropriate with the students' characteristics and age and to create techniques in presenting the

listening material in order to make the students interested and involved in the teaching learning process.

b. The Other Researchers

Considering the research results, the other researchers are suggested to conduct another type of research, such as: a classroom action research by teaching listening to the Elementary students through pictures, to develop their listening skill.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study of the Fifth Year Students' Listening Abilities Through Pictures at SDN Jember Lor III Jember in the 2000/2001 Academic Year.	<p>1. Main Problem: How is the fifth year students' listening abilities through pictures at SDN Jember Lor III Jember in the 2000/2001 academic year?</p> <p>2. Specific Problems: a. How are the fifth year students' abilities in listening for detailed information through pictures at SDN Jember Lor III Jember in the 2000/2001 academic year?</p> <p>b. How are the fifth year students' abilities in listening for main ideas through pictures at SDN Jember Lor III Jember in the 2000/2001 academic year?</p>	Listening abilities through pictures.	<p>1. Listening for obtaining the detailed information.</p> <p>2. Listening for obtaining the main ideas.</p>	<p>1. Respondents: - The fifth year students of SDN Jember Lor III Jember in the 2000/2001 academic year.</p> <p>2. Informant : - English teacher</p> <p>3. Documents</p>	<p>1. Research Design: Descriptive study</p> <p>2. Area determination method: Purposive method</p> <p>3. Respondent determination method: population research</p> <p>4. Data collection methods: - Primary data • Test - Supporting data • Interview • Documentation</p> <p>5. Data analysis method: Descriptive statistics $E = n/N \times 100\%$ E = the score of the students' listening abilities through pictures. n = the scores obtained by the students of each indicator in listening test. N = the total score</p>

Appendix 2.

SUPPORTING DATA INSTRUMENTS

1. INTERVIEW GUIDE

No	Interview Questions	Data Resource
1	Could you explain to me about your technique in teaching listening ?	The English teacher
2	Could you tell me the media you use in teaching listening ?	
3	Could you tell me the material given in teaching listening ?	
4	Do you have a problem in teaching listening ? Could you explain to me about the problem ?	

2. DOCUMENTATION GUIDE

No	The Supporting Data	Data Resources
1	The school location and the number of the students	Document
2	The names of the respondents	Document
3	The personnel of the school	Document
4	The school facilities	Document

Appendix 6

The Personnel of *SDN Jember Lor III Jember* in the 2000/2001 Academic Year

NO	NAME	OCCUPATION
1	Dra. VC. Titiek D	Principal
2	Sri Soepijah	The first grade teacher
3	Theresia Justina SR	The second grade teacher
4	Eni Herawati	The third grade teacher
5	Siti Maimunah	The fourth A grade teacher
6	Nanang Hidayat, Spd	The fourth B grade teacher and the English teacher of VA and VB class
7	Drs. Gatot Supriyadi	The fifth A grade teacher
8	Drs. Nuryanto	The fifth B grade teacher
9	Mintuk Kasmirah, BA	The sixth A grade teacher
10	Arum Supeni	The sixth B grade teacher
11	Suyoto	The sport teacher
12	Sukirno	The gardener
13	Rustandi	The gardener
14	Linda Mei Saraswati, SPd	The impermanent teacher
15	Gudula Kirtyarsi	The impermanent teacher
16	Minartik	The impermanent teacher and the English teacher of IVA and IVB class
17	Dony Agung S	The librarian
18	Setyo Sutami	The administration staff
19	Maria Eva TS.	The administration staff

Source :The School Documentation of *SDN Jember Lor III Jember* in the 2000/2001 Academic Year

Appendix 7

The Students of *SDN Jember Lor III Jember* in the 2000/2001 Academic Year

NO	GRADE	NUMBER
1	I	66
2	II	63
3	III	60
4	IV A	22
5	IV B	38
6	V A	17
7	V B	38
8	VI A	21
9	VI B	30
TOTAL		355

Source :The School Documentation of the *SDN Jember Lor III Jember* in the 2000/20001 Academic Year

Appendix 8

The Names of the Respondent

NO	NAME	NO	NAME
1	Cita Febri	29	Pratiwi Diana R.
2	Nancy Dinasty	30	Putri Ayu Amelia
3	Adam Cahyo R.	31	Rizky Mardha R.
4	Akhmad Taufikul H.	32	Sayekti Widiastuti
5	Aldito Disania	33	Sinar Mahardika
6	Aljihant Azzmi A.	34	Tatit Dian Sari R.
7	Amorita Parita S.	35	Yesinta Ika Andi W.
8	Arie Tejamukti	36	Ade Inama Surya
9	Astrid Maharani	37	Rezza Faundra A.
10	Astrid Widhiasih	38	Asfina Masita
11	Bagus Dody O.	39	Addys Vanie Vianda
12	Bayu Fabriyahman	40	Alfien Prasetya E.
13	Chandra Cahya K.	41	Amanda Luigi S.
14	Christiana Ayu P.	42	Atmin Indra Hutomo
15	Dading Sukrisdianto	43	Febby Anggarawan
16	Daniel Adiputra MW.	44	Febriana Nugrahani
17	Dewi Permatasari	45	Gesty Prajawati
18	Emilda Amalia	46	Rr. Hafida Satya A.
19	Frastisia Vidayanti	47	Hanny Oktavia Putri
20	Gahan Satwika	48	M. Wefy Alexander
21	Ganesti Cahya D.	49	Nabila Zuhdi
22	Hesti Imaniar I.	50	Priska Wihardhani
23	Ica Ghea Hermawati	51	Radika Samsu W.
24	Ira Nurika Lendra S.	52	Riska Rahmadani
25	Kimas Arya U.	53	Tomi Chandra L.
26	Kusuma Dewi Arum	54	Dwi Retno W.
27	Lina Nur Laili K.	55	Fx. R. Febri K.
28	Mardhi Hidayat		

Source :The School Documentation of the *SDN Jember Lor III Jember* in the 2000/2001 Academic Year

Appendix 3

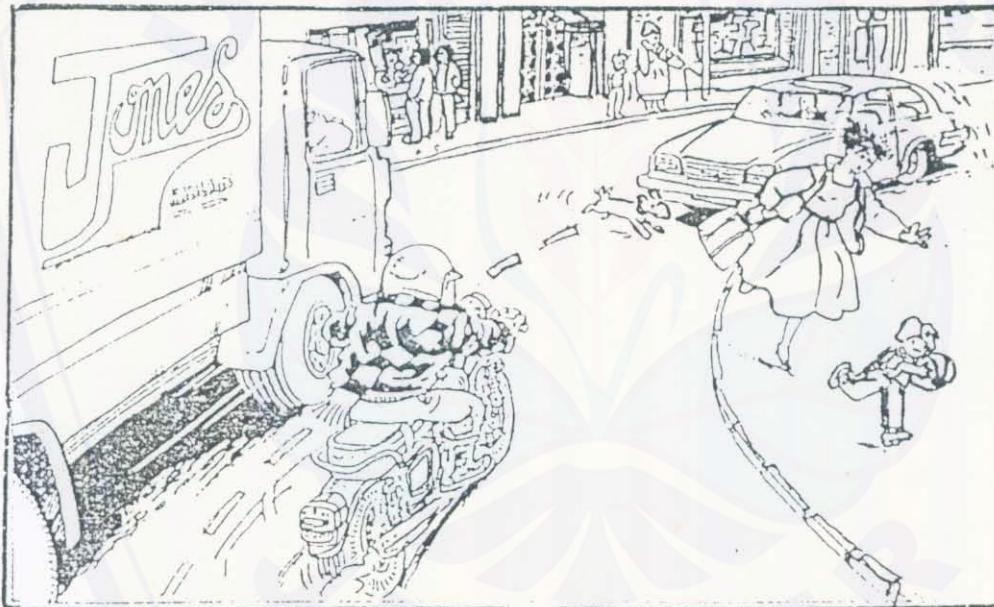
LISTENING TEST

Skill : Listening

Class : V

Time : 60

A. I. Please look at the picture below carefully, listen to the teacher and circle "T" if the teacher's statement is true or "F" if teacher's statement is false
!(Lingkari "T" jika pernyataan guru benar atau lingkari "F" jika pernyataan guru salah!



1. T-F
2. T-F
3. T-F
4. T-F
5. T-F

6. T-F
7. T-F
8. T-F
9. T-F
10. T-F
11. T-F

II. Listen and match the appropriate picture with teacher's statement!
 (Simak dan cocokan gambar yang sesuai dengan pernyataan guru !)

12.....

13.....

14.....

15.....

A



B



C



D



III. Circle the best answer between a and b based on the teacher's statement!
 (Lingkari jawaban yang benar sesuai dengan pernyataan guru!).

16. My name is

a.



b.

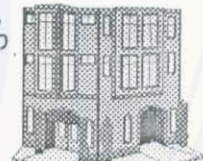


17. Tono goes to in the morning.

a.



b.



18. Tono goes to school at....

a.



b.



19. Tono goes to school by a.....

a.

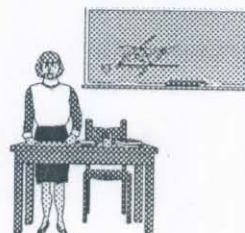


b.



20. Tono says good morning to

a.



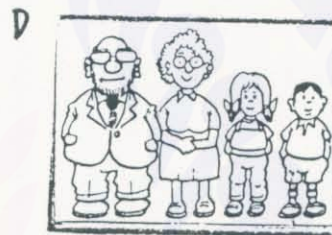
b.



IV. Listen and match the appropriate picture with the teacher's statement !

(Simak dan cocokkan gambar yang sesuai dengan pernyataan guru!)

21..... 22..... 23..... 24.....



B. V. Circle the best answer between a and b based on the teacher's descriptions!

(Lingkari jawaban yang benar sesuai pernyataan guru !)

25. The best title is a. Sue's pet b. Sues's dog

26. I am a

a.

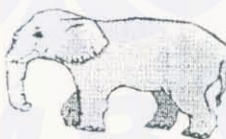


b.



27. I am a / an.....

a.



b.



28. I am a

a.



b.



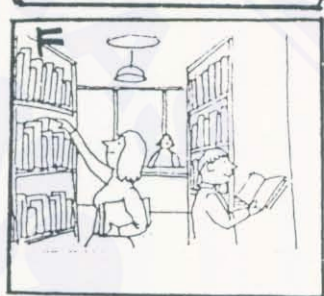
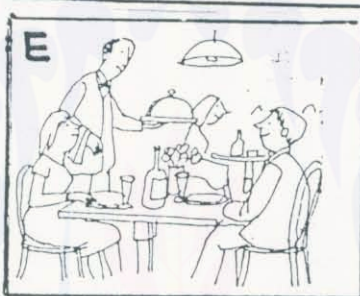
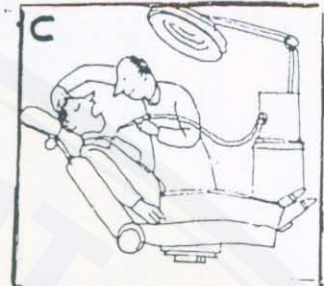
29. The best title is ... a Rina's hobby

b. My friend

VI. Listen and match the appropriate picture with the teacher's statements!

(Simak dan pilihlah gambar yang sesuai dengan pernyataan guru !)

30. 32..... 34..... 36.....
 31..... 33..... 35.....



VII. Listen to the teacher and put the names of things that is mentioned by the teacher in the correct basket !

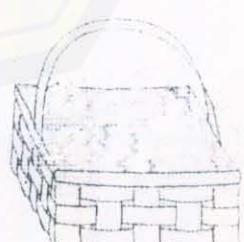
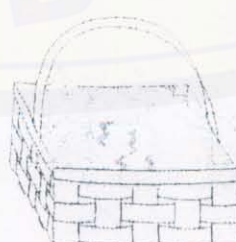
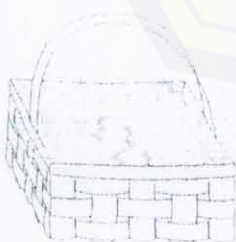
(Masukkan benda-benda yang disebutkan guru sesuai dengan jenisnya di dalam keranjang !)

A. FRUITS

B. ANIMALS

C. VEGETABLES

D. NUMBERS



Appendix 4.

The Listening Scripts

- I. 1. The truck is on the left of motorcycle
2. A dog is running in front of the car
3. A little boy is running in front of his mother
4. He is holding a doll
5. His mother is carrying a bag
6. There is a motorcycle in the street
7. The motorcycle and the truck are travelling in the same direction.
8. The truck and the car are travelling in the same direction too.
9. There are three men in front of the shop.
10. There are a lot of cars in the street.
11. The motorcycle has two wheels .
- II. 12. There is a thief who steals the lady's wallet in shop. front of the
13. The thief is running because the lady knows the thief steals her wallet.
14. The man tries to stop the thief with his stick.
15. The man returns the lady's wallet while the policeman arrests the thief.
- III. No. 16. up to 20
My name is Tono. It is seven o'clock in the morning. I must go to school. I go to school by bike. I bring some books and a bag. I say good morning to my teacher.
- IV. 21. Hi, I am Mirna ,in this potrait I wear ribbon. My father and my mother wear glasses. All my family are fat. My brother, Rio has black hair.
22. Hello, I am Mrs. David. My husband and my son are wearing glasses. Both of them are fat ,but my daughter and I are thin. Rina has black hair.

23. Good morning, my name is Mr. Kris. All of my family members are thin. My wife, my daughter and I are wearing glasses. My wife and my daughter have black hair. While, my son and I are blonde. I have mustache ,too.
24. Hi, I am Mr. Ogah. I am bald. However, my wife, my son, Panji and my daughter have black hair. Panji is wearing glasses. My wife is fat
- V. 25. This is a Sue's house. She has pets. There are three cats in the livingroom. and there are two birds in the cage. Do you have a pet?
26. I am a rabbit. I like to eat a carrot. I have two long ears and four legs. My body is almost white.
27. I like to eat vegetables even my body is big. My color is almost grey. I have two small eyes, two wide ears, a long nose and four big legs. Yes, I am an elephant.
28. I am a king of the jungle. I am a lion. I eat flesh of cow, buffalo and deer. I am a wild animal.
29. I have a friend. Her name is Rina. She likes reading. She likes to read novels. The novels are Sailormoon, Kenji and Doraemon.
- VI. 30. It is Sunday, my father brings me to the zoo. There are an elephant and a giraffe. Where is the zoo in the picture ?
31. I want to reply (membalas) Rendi's letter. I need stamp and an envelope. So I go to
32. I got my toothache. It is very pain (sangat nyeri).So I need to see
33. My grandmother gives me money. I want to save it (menabung). Now, I will go to
34. I am very hungry (lapar). But, my house is very far from here. It is better for me to go to.....
35. My hobby is reading. I loved to read a history book. I can find (menemukan) many books in
36. My father is sick. He got hearth-attack (serangan jantung). Now, he must stay in the
- VII. 37. One, two, three, four.....
38. Bananas, apples, grapes, pineapples.....
39. Cabbage, spinach, carrots,.....
40. Elephant, lion, dog, cat

Appendix 5.

THE ANSWER KEY

- 
- I. 1. T
2. T
3. T
4. F
5. T
6. T
7. T
8. F
9. F
10. F
11. T
- II. 12. C
13. B
14. D
15. A
- III. 16. A
17. B
18. A
19. B
20. A
- IV. 21. D
22. C
23. A
24. B
- V. 25. A
26. B
27. A
28. A
29. A
- VI. 30. B
31. G
32. C
33. D
34. E
35. F
36. A
- VII. 37. D
38. A
39. C
40. B

Hal : Permohonan Penelitian

Kepada

Yth . Kepala Sekolah SDN
Jember Lor III Jember
di Tempat

Dengan hormat,

Saya yang bertanda tangan di bawah ini :

Nama : Suyik Binarkaheni
Mahasiswa : FKIP Universitas Jember
Jurusan/Program : Bahasa dan Seni / Bahasa Inggris
Angkatan : 1997

Bermaksud mengadakan penelitian di SD Jember Lor III, Jember dalam rangka menyusun skripsi dengan judul :

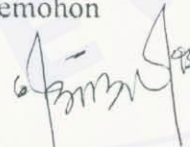
“ A Descriptive Study of the Fifth Students’ Listening Ability Through Pictures at SDN Jember Lor III, Jember in the 2000/2001 Academic Year”.

Sehubungan dengan hal tersebut diatas, saya mengajukan permohonan ijin untuk penelitian di sekolah yang Ibu pimpin.

Demikian surat ijin ini saya buat, atas berkenannya dalam memberikan ijin, saya ucapkan terima kasih.

Jember, Juli 2000

Pemohon



Suyik Binarkaheni

Nim : 970210401279





DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334988

BILIK PERPUSTAKAAN
UNIVERSITAS
JEMBER

Nomor : 1491 /J25.1.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

20 JUN 2000

Kepada : Yth. Sdr. Kepala Sekolah.....

SDN Jember Lor III

di.

Jember

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : SUYIK BINARKAHENI

Nim : 97021401279- AJ

Program/Jurusan : Bahasa Inggris / PBS

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' LISTENING ABILITY THROUGH PICTURES AT SDN JEMBER LOR III JEMBER IN THE 2000 / 2001 ACADEMIC YEAR

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,



[Handwritten signature]



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SEKOLAH DASAR NEGERI JEMBER LOR III

KECAMATAN PATRANG

JL. PB. SUDIRMAN NO. 42 TELP. 486606 JEMBER

SURAT KETERANGAN

Yang bertanda tangan di bawah ini Kepala SDN Jember Lor III Jember menerangkan bahwa :

Nama : Suyik Binarkaheni
NIM : 97021401279-AJ
Angkatan : 1997-AJ
Jurusan/Program : PBS/Pend. Bahasa Inggris

Telah mengadakan penelitian/pengumpulan data sehubungan dengan penyelesaian skripsinya berjudul "A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' LISTENING ABILITIES THROUGH PICTURES AT SDN JEMBER LOR III JEMBER IN THE 2000/2001 ACADEMIC YEAR"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 27 Juli 2000

Kepala Sekolah



Dra. Vc. Titiek D

NIP. : 510 038 634

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : SUYIK BINARKAHENI
 NIM/Angkatan : 97021401279- AJ / 1997 -AJ
 Jurusan/Program Studi : PBS / Bhs. INGGRIS
 Judul Skripsi : A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS' LISTENING ABILITY THROUGH PICTURES AT SDN JEMBER LOR. III. JEMBER. IN THE 2000 /2001 ACADEMIC YEAR
 Pembimbing I : Drs. BUDI SETYONO, MA
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	SABTU, 1 APRIL	MATRIX	<i>[Signature]</i>
2.	RABU, 12 APRIL	INTRODUCTION	<i>[Signature]</i>
3.	RABU, 19 APRIL	INTRODUCTION	<i>[Signature]</i>
4.	KAMIS, 11 MEI	II. REVIEW AND LITERATURE	<i>[Signature]</i>
5.	JUM'AT, 19 MEI	II. REVIEW AND LITERATURE	<i>[Signature]</i>
6.	JUM'AT, 26 MEI	II. REVIEW AND LITERATURE	<i>[Signature]</i>
7.	JUM'AT, 2 JUNI	III. RESEARCH METHOD	<i>[Signature]</i>
8.	JUM'AT, 9 JUNI	III. RESEARCH METHOD	<i>[Signature]</i>
9.	JUM'AT, 16 JUNI	CHAPTER I, II, III	<i>[Signature]</i>
10.	KAMIS, 10 AGUST	CHAPTER IV, V	<i>[Signature]</i>
11.			
12.			
13.			
14.			
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Nama : SUYIK BINARCAHANI
 NIM/Angkatan : 97021401279- AJ / 1997 -AJ
 Jurusan/Program Studi : PBS / Bhs. INGGRIS
 Judul Skripsi : A DESCRIPTIVE STUDY OF THE FIFTH YEAR STUDENTS'
 LISTENING ABILITY THROUGH PICTURES AT SDN JEMBER LOR
 III JEMBER IN THE 2000/2001 ACADEMIC YEAR
 Pembimbing I :
 Pembimbing II : Dra. SITI SUNDARI, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin, 3 April	Matrix	
2.	Sabtu, 22 April	I. Introduction	
3.	Senin, 29 Mei	II. Review & Literature	
4.	Senin, 12 Juni	III. Research Method	
5.	KAMIS, 17 AGUST	CHAPTER IV, V	
6.			
7.			
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