A Descriptive Study of Students Perception on Learning Listening Comprehension: A Senior High School Context

THESIS

By:
ADIFTYA PERMADI
NIM 130210401085

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF JEMBER
2018

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English Language Education Study Program, Language and Arts Department

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STATEMENT OF THESIS AUTHENCITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Adiftya Permadi
NIM.130210401085

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: Sutrisno and Sri Wahyuni. Thank you so much for your never ending love, pray, suggestion and support.
2. My crazy brother and sister from Mapala GEMAPITA FKIP UNEJ.
3. The closest person who always support me Anita Sari and Rury Febry.
4. All people who always ask me about my graduation.
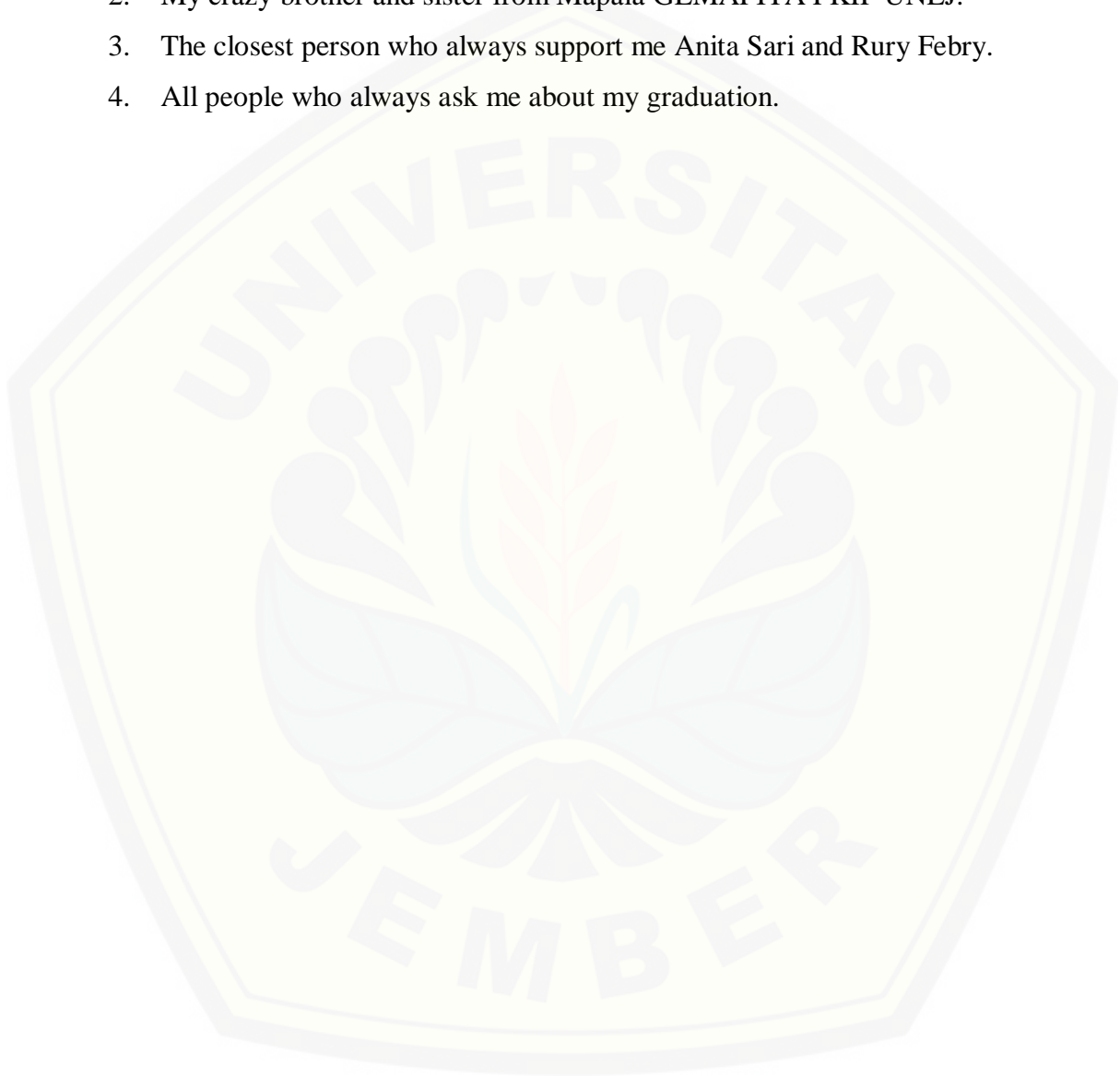
MOTTO

"When people talk, listen completely. Most people never listen."

Ernest Hemingway

CONSULTANS' APPROVAL

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Jember University

Name	: Adiftya Permadi
Identification Number	: 130210401085
Generation	: 2013
Place and Date of Birth	: Jember, 16 December 1993
Department	: Language and Arts Education
Study Program	: English Education

Approved by:

Consultant I   Consultant II

Asih Santihastuti, S.Pd,M.Pd   Drs. Erfan, M.Pd.

NIP. 19800728 200604 2 002   NIP. 19670110 199403 1 008

EXAMINERS' APPROVAL

The thesis entitled "A Descriptive Study of Students Perspective on Learning Listening Comprehension: A Senior High School Context" is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date :

Place : The Faculty of Teacher Training and Education, Jember University

The Examiner Team:

The Chairperson   The Secertary

Drs. Bambang Arya Wija Putra, DipEd, Ph.D   Dr.Erfan, M.Pd

NIP. 19601231 198802 1 002   NIP. 19670110199431008

The members:

1. Asih Santihastuti, S.Pd,M.Pd   1.
    NIP. 19800728 200604 2 002

2. Dra. Made Adi AT., M.Ed.   2.
    NIP. 19630323 198902 2 001

The Dean of Faculty of Teacher

Training and Education, Jember

University

Prof. Drs. Dafik, M. Sc., Ph. D.
NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First and foremost, I would like to express the greatest gratitude to Allah SWT for always listening to my grumble and grievance but still waiting to give me courage and patience so that I am finally able to finish the thesis entitled "A Descriptive Study of Students Perspective on Learning Listening Comprehension: A Senior High School Context" In relation to the completion of this thesis, I would like to express my deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.

2. The Chairperson of the Language & Arts Department.

3. The Chairperson of English Language Education Study Program.

4. The first and second supervisors, Asih Santihastuti, S.Pd,M.Pd and Drs. Erfan, M.Pd. for the plentiful time and patience that they spent in guiding me to compose a better thesis.

5. The lecturers of the English Language Education Study Program who have supported me to work harder in a path I should walk on.

6. The principal and the English teacher of SMAN Arjasa Jember for giving me an opportunity, help, and support to conduct this research.

8. The eleven grade students of SMAN Arjasa Jember in 2017/2018 academic year for gladly participating as the participants of my research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, 9 Juli 2018

The Writer

SUMMARY

A Descriptive Study of Students Perspective on Learning Listening Comprehension: A Senior High School Context.

Adiftya Permadi, 130210401085; 2018; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was conducted to describe a students perspective on listening comprehension on senior high school at SMA Negeri Arjasa in the 2017/2018 academic year. Listening is a kind of language skill that expects the students to listen and comprehend a speaker in English. The students have some difficulty in gaining the information that deliver by the speaker because of some problem aspect. The first problem is relating to the content, the second is related to the linguistic feature, and the last is related to the classroom physical setting. The participants of this research were the elevent grade students of SMA Negeri Arjasa in the 2017/2018 academic year. There were 261 respondents then randomly sampled as many as 70 people who were considered sufficient to represent all respondents.

The design of this research was descriptive research. The main data of this research were taken by using questionairre. The result of the questionairre was described and catagorized by the researcher into three main factor that is material content, lingustic feature and classroom physycal setting.

The results of this study are in the form of data on the number of students with positive and negative categories. They answered the questionnaire based on their perceptions of the three research focuses, namely learning content, linguistic features and classroom physical settings. In chapter 4, the reader will see data that more than 50% of respondents have negative perceptions of listening comprehension.

After knowing student perception on listening comprehension, hopefully the English teacher can prepare better in teaching listening comprehension.
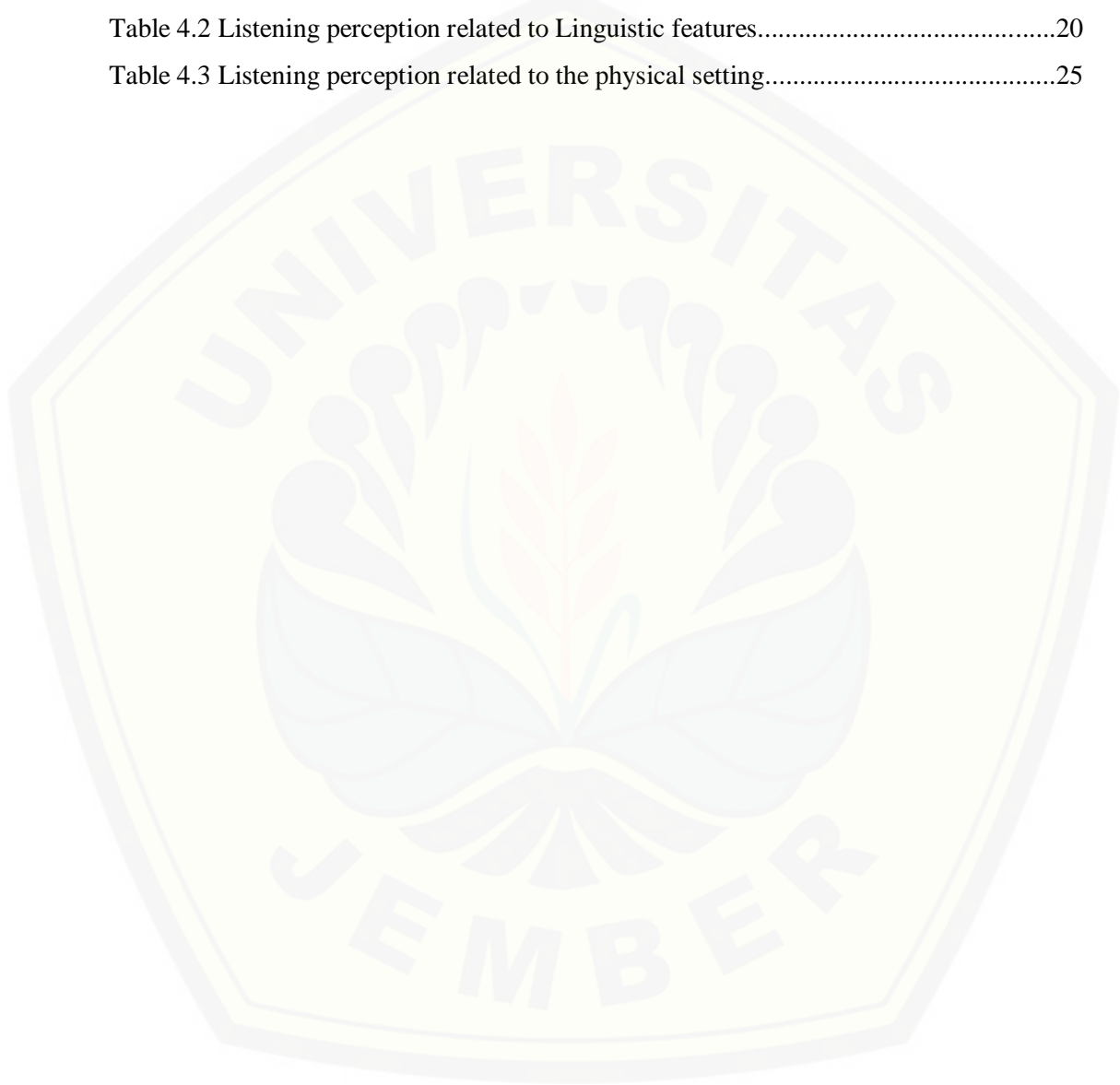
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CHAPTER 1

INTRODUCTION

This chapter presents some aspects in relation to the topics of the research. It consists of background of the research, research question, and operational definition of variables and also significances of the research. Each point will be presented immediately in the following sentence.

1.1   Research Background

In daily life, humans use listening skills in almost half of the total time they have. It is supported by the statement from Gilakjani and Ahmadi (2011:2) say that the total time spent on communicating is occupied by listening as much as 40-50%; speaking, 25-30%; reading, 11-16%; and writing with only 9%. Regarding to listening skill, Hemingway (2011:1) stated that listening happens in all aspect of life. For example we listen to people talk, listen to music, listen to an advertisement in radio/TV etc. It means that we use listening in all aspect of our daily lives. Knowing that listening is used more than the other skills, the quantity of learning listening should be given more in learning language.

However, listening skill seems to be left behind as what Cahyono & Widiati (2017:195) stated that the development of techniques and material for teaching listening skill seemed to be neglected in language teaching in Indonesia. The condition of teaching and learning listening in Indonesia is very contadictory with the important of learning listening skill, whereas listening is used almost every time in the classroom as   Ferris (1998:11); Murphy (1991:25); Vogely (1995:8) stated llistening is the most frequently used language skill in the classroom. That is show's learning listening for students at school is important because it is useful for the students to receive and comprehend the material from the teacher.

1

In order to design a good listening class, teacher should know what the best strategy is for his or her students. Therefore, the teacher needs to find out his or her students perception because the student perception is important in conducting a good learning activities. As stated by Bulut and Uguten (2011:2) teachers should accept the fact that without learners' participation in the English class, there will not be an effective and enjoyable teaching. By knowing students' perception hopefully the teacher will be able to create an enjoyable learning process.

Knowing the importants of students' perceptions in conducting good learning activities, the researcher decided to compose a study about students' perceptions on learning listening comprehension. The researcher decided to compose this research study because of many research describe on student perception but only a few study focus on listening skills. One of the research studies that discussed student perception on listening comprehension was conducted by Hamouda (2013). The title of Hamouda's research is An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. Research study made by the researchers is currently a replication of Hamouda's (2013) study with differences in education levels and number of the respondent.

In general, this present study refers more to Hamouda's research. The researcher refers from it because the research that was conducted by Hamouda (2013) also examined students' perception on learning listening skills and the steps of conducting the research study is almost the same. However, there are some differences between the previous research and the current research. The research participants of the previous researches were students of University, but the present research takes students' of Senior High School.

Based on considerations above, the researcher conduct a descriptive research in order to know the students' perception on listening comprehension subject, entitled A Descriptive Study of Students Perspective on Learning Listening Comprehension: Senior High School Context.

1.2   Research Question

Research question on this study are devided into two, there are general and specific question.

1.2.1   General Question

Based on the background of the research above, the problem that would be investigated is "How are the Senior High School Students' Perceptions on Learning Listening Comprehension?"

1.2.2   Specific Questions

1. How is the students' perception of listening comprehension on the content?

2. How is the students' perception of listening comprehension on the linguistic features?

3. How is the students' perception of listening comprehension on the classroom physical setting?

1.3   Research Significance

The expectation of the researcher after composing this research is giving an essential contribution in teaching and learning listening comprehension.

1.3.1   Empirical Contribution

The results of this study are expected to provide an empirical contribution in the form of basic knowledge about the perceptions of students on listening subject. By knowing the student perceptions to this subject the researcher expect the teachers to be able to prepare themselves in providing listening comprehension related to the students' need.

1.3.2 Practical Significance

Hopefully this research can give contribution to the English teachers in finding an effective way of how to teach a listening comprehension. By knowing the students' perceptions of listening comprehension subjects, the English teacher is more aware of the problems and needs of the students in teaching listening.

CHAPTER 2
REVIEW OF RELATED LITERATURE

This chapter presents the theories that are related to the variables of the research. This chapter reviews some points including the Theoretical Framework, Conceptual Review, and Previous Research Review.

2.1   The Theoretical Framework

Based on the observations was made by researchers, listening comprehension is a subjects that many students complain because of it level of difficulty. Some factors that influence students' perceptions of listening comprehension subjects are learning content material, linguistic features and classroom physical settings. In this section the researcher try find out whether these factors do play an active role in students' perceptions of listening comprehension learning or not.

2.1.1   Listening Comprehension

Listening comprehension can be explained as the ability to catching and understanding information which is presented orally. According to Little Wood (1995:67), the nature of listening comprehension means that the students should be encouraged to engage in an active process of listening for meanings, they using not only the linguistic knowledge but also their nonlinguistic knowledge. In listening comprehension we try to make sense of a spoken language. According to Nadig (2013:4), listening comprehension is the various processes of understanding and making sense of spoken language. Listening is not a passive activity because listening contain about understanding, concentration and interpretation to get the information. According to Henning (1997:146) listening should be an active process, with the students reacting rather than passively receiving.

Listening is different from hearing. According to Maureen (2011:5), hearing is the act of perceiving sound and receiving sound waves or vibration through the ear. Listening is the act of hearing a sound and understanding what is heard.

Hearing is one of the five senses and it just happens all the time whether we like it or not. Meanwhile, listening comprehension is regarded as one of the most difficult skills to be mastered because it involves individual linguistic unit. In addition Vandergrift (1999:168) says that listening is a complex and active process in which the listener must discriminate between sound, understanding vocabulary and grammatical structure. Thus, listening comprehension is a complex skill and we need to practice it more to be mastered in this skill.

2.1.2 Definition of Perception

The word Perception comes from the Latin words percipio, meaning "receiving, collecting, and action of taking possession, apprehension with the mind or senses". In psychology, philosophy and the cognitive sciences, perception is the process of attaining awareness or understanding of sensory information. Perception is a process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information perception is 'the reality' and guides human behavior in general. Forgus and Melamed (1976:19) have defined perception as the process of information extraction. Forgus and Melamed (1976:23) based their description of perception on cognitive structures and according to them, "perceptions are the processes that determine how humans interpret their surroundings". As the researchers understanding, perception in the way of human sees the problem by their mind.

Therefore, we can know that perception is the interpretation of stimulus as established by relating it to earlier perceptual sets which may be by way of experience, exposure or any other interaction. This study specifically finds out about the perceptions of students' experience on listening comprehension covering learning experience in the way of practicing listening skills, evaluation of the instruction of skills taught during their previous experience in learning listening comprehension.

2.1.3 Material in Teaching Listening Comprehension

According to Kadagidze (2006:1) material in this context is a thing that uses to support in teaching and learning process of listening. There are two types

of material that can be used in teaching listening comprehension, namely recorded material and live listening material. Both types are described in detail in the following section.

2.1.3.1 Live Listening Material

Live listening is a kind of listening material that is used to teach listening. This kind of listening material requires the teacher to be a speaker in listening class; it means this kind of material doesn't need a recorded voice as a speaker. By applying this kind of material, the process of learning listening will be different from the most of listening learning activity as usual, as stated by Selivan (2008:6) that to break the routine and liven up your listening lesson you can do the "live" listening activity. The use of live listening material also gives the students' a real lesson of how to speak English because they see their teacher speaks English in front of them, supported by Selivan (2008:7) Live listening not only gives them such an opportunity, but also provides language input and inspires learner output. The use of live listening material is also having advantages and disadvantages as follows.

The advantages of live listening are

1. The choice of the listening input (acceptability of the language).
2. The ability of determination (in case it is necessary).
3. Minimal technical background noise.
4. The ability of using visual aids (mimics and gestures).
5. Reaction of the speaker.

The disadvantages of live listening are

1. Live listening situations cannot be exactly identical in occurrence. To the contrary from recorded materials small segments cannot be repeated or speech production cannot be stopped artificially.
2. Incomplete utterance of speakers (especially when students listen to each other). (Kadagidze, 2006:3)

2.1.3.2 Recorded Material

Recorded material is a teaching material in the form of sound recordings that are ready to play when listening learning process, there are many examples of

recorded material such as songs, radio news, announcement and etc. Recorded material is included into an authentic listening material because it has a same form

In its application like stated by Genhard (1996:12), authentic materials are divided into three categories as follows: Authentic listening materials, such as radio news, cartoons, songs, etc. The use of recorded/authentic material is also train the student to be able to pronoun English in a good way, it is happened because they listen an English word from a native speakers like stated by Al-Azri and Al-Rashdi (2014:5) states that if the students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native speakers. In the other hand, the use of recorded/authentic material can minimize the distance between language practice in class and in real life as stated by Offner and Vorland (2002:13) in Al-Azri and Al-Rashdi (2014) authentic materials are a useful means, to bridge the gap between classroom and the real world. In this case, there are a lot of sources to get recorded listening materials in our life such as from radio broadcast, daily conversations, speech, films, news paper, and magazine. English teachers can easily find the recorded listening materials. Some resources are provided in the internet that can be freely downloaded. The most important thing that should be considered by the teacher is that the teacher should select an appropriate and suitable materials for the students' by considering the students' level. Using recorded/authentic materials in listening can give challenge to the teachers to know how it will attract the students' attention and motivation. In the use of recorded materials have advantages and disadvantages they are

The advantages of recorded materials are

1. Recorded materials enable a non-native English teacher to provide the audience with the variety of English sounds, voices and accents. The used material is authentic by means of language and situational context.

2. Distribution of recorded materials lets the teacher or a student to work with them according to their desire in the way to stop, restart or repeat for several times (in terms of analyzing or imitating unfamiliar speech patterns).

3. They can be used automatically by a student any time.

4. While listening to the recorded materials students listen to several speakers, their discussions and conversations.

5. Video based listening practice suggests videotape advantages and additionally provides the variety of visual support (gestures, mimics) typical for real life and necessary for students to decipher speakers' message and interrelations.

6. The contents, spheres, themes and phonetic input of recorded materials is more colorful compared to "real life" listening comprehension.

7. It is easier to choose and prepare listening activities beforehand with the help of recorded materials.

The disadvantages of recorded materials are

1. There is no straight communication between the listener and the speaker. Thus, there is no way to regulate the speed, rhythm and other peculiarities of speech, to work out the compensating strategies (i. e. stating the message contents with the help of the partner) within students.

2. Audio and video materials are not always of a very good technical quality. This fact can make students rather confused and distract from productive and successful studying.

<div align="right">(Kadagidze, 2006:2)</div>

2.1.4 Linguistic Features of Listening Teaching Process

Linguistic feature is a large broad phrase, and it is used in colloquial language. There are some examples of linguistic feature such as register, slang, and jargon. According to Novak (2006:7) "jargon and slang is a vast example of the use of linguistic features". In teaching and learning process the student required to get information from the speaker that delivering content with a good sentence uses of linguistic feature. The existence of linguistic features that used by the speaker is likely to make students confused to get information of the text. This happens because most of the student did not familiar with the word saying by the speaker. The difficulty of understanding the meaning can also be derived from differences in language level between students and speakers, supported by statement from Masalimova (2016) that "the linguistic phenomena are described

on different language levels: sounds, words, sentences and texts and have quantitative and qualitative characteristics".

The existence of linguistic features is cannot be separated on teaching and learning listening because most of the speakers speak with native speech. The most of native speech is using colloquial language in the practice.

2.1.5 Physical Setting on Learning Listening

The role of physical setting on teaching and learning listening is quite important. It is because the physical setting can be a problem of teaching listening comprehension if it does not set in a good way. According to Yagang (1994:3), the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Beside that the role of environment is no less important, because the environment around the class should be support to the teaching and learning listening. That is supported by the statement from Renukadevi (2014:4) Distraction by the physical setting or the environment in which listening is to be carried out. A good physical setting in this case is a place with comfortable atmosphere, a quite disturbing sound, and compatible facility for the teaching learning listening activity. A compatible facility in listening class means the availability of supporting equipment such as sound system for listen a native speaker, LCD projector for seeing some learning video and etc. It can be concluding that the good physical setting of teaching and learning listening should be quiet and comfortable for the teacher and the listener.

2.2   Conceptual Review
2.2.1   Procedure of the Study

To knowing student perception in learning listening comprehension, the researcher gives an instrument related to the problem that is often experienced by the students in learning listening comprehension. The instruments used in this study are a questionnaire. These instruments are described in detail below.

The instrument to be used in this study is a questionnaire. The questionnaires is use to obtain main data about students' perceptions of listening comprehension in their class. The questionnaire used is designed after reviewing the source of reference in the implementation of this research that is research composes by Hamouda (2013). Some adjustment is made in the making of questions tailored to the level of understanding of students in high school level. The questioner used in this research is consisting of three categorized. The first section contains 9 questions to collect student perception about content given in the listening comprehension subject. The second section consists of 7 items dealing with the student problem related with linguistic feature in learning listening comprehension. Third section consists of 3 items regarding how student perception to the classroom physical setting in listening comprehension subject.. The initial draft of A Descriptive Study of Students Perspective on Learning Listening Comprehension: A Senior High School Context questionnaire consisted of 20 questions. To ensure the validity of the questionnaires, the researchers consults first to the supervisor and the English teacher in the school. The researchers made some modifications based on the comments of the experts. For instance, items with semantic ambiguity were clarified or deleted, and items recommended by the supervisors and teacher were added.

2.3 Previous Studies

There are several previous studies which also examine students' perceptions of listening comprehension subjects were conducted by some researcher. The first research was conducted by Hamouda (2013) entitled *An Investigation of Listening Comprehension Problems Encountered by Saudi Student in the EL Listening Classroom*. The research conducted by Hamouda concerns with students' perception on learning listening comprehension problem at collage level. The second research was conducted by Goh (2000) entitles *A Cognitive Perspective on Language Learners' Listening Comprehension Problems*. The research conducted by Goh concerns with the main problem face by the students' in learning listening comprehension and some suggestion to create a better result of learning listening comprehension.

The third research was conducted by Otair and Aziz (2017) entitles *Exploring the Causes of Listening Comprehension Anxiety from EFL Saudi Learners' Perspectives: A Pilot Study.* The research was conducted by Otair and Aziz concerns with the anxiety of Saudis learner in comprehending listening task. The fourth research was conducted by Chengxing (2005) entitled *Factor Affecting Listening Comprehension and Strategies for Listening Class.* The research conducted by Chengxing concerns with several factor affecting to the result of learning listening comprehension in China. The last previous study is research conducted by Gilakjani and Sabouri (2016) entitle *Learners' Listening Comprehension Difficulties in English Language Learning: a Literature Review.* The research conducted by Gilakjani and Sabouri concerns with the major problem that learner face with listening comprehension and some strategies to improve listening skill.

CHAPTER 3
THE STUDY

This chapter presenting the research methodology applied in this research. It covers research design, the operational definition of term, area determination method, subject determination method, data collection method, research procedures and data analysis method.

3.1   Research Design

Descriptive research design is applied in this research. The researcher want to describe the student perceptions on teaching and learning listening comprehension done by the English teacher at eleventh grade students at SMAN Arjasa. McMillan (1992:21) stated that a descriptive study simply describing a phenomenon. The reason of researcher taking this research design because the researcher wants to investigate and describes the student's perceptions on listening comprehension. By describing the perception of the students, then the researcher can find out the problems and the students needs related to the listening comprehension subjects. After doing this descriptive research, the researcher hopes can give a suggestions to the reader and English teacher in order to make an enjoyable listening class for the students'.

3.1.1   Research Procedure

The research must be done systematically. That is why the researcher should mention the steps of the research. The procedure of this research will be described as follows:

1. Determining the research area by using purposive method.
2. Determining the research respondent by using purposive method.
3. Composing the research instrument, in this case questionnaire.
4. Consulting the research instrument to the supervisor and the English teacher.
5. Distributing instruments to the research participants.
6. Analyzing the data gained.

7. Drawing conclusion from the result of the data analysis to answer the research problem.

8. Reporting the result to the research.

3.2 Research Context

3.2.1 Research Area Determination Method

Area determination method is a method to choose and determine the area where the research will be conducted. The researcher used purposive method to determine the research area. Correlated with the explanation, Fraenkel and Wallen (2006:100) point out that if the researcher assumes that they can use their personal knowledge of the population to judge whether or not a particular sample will be representative, it is called purposive method. By applying purposive method the researcher determine SMAN Arjasa as the place to do this research. The purposive method was employed by the researcher because of some reason. They are as follows

1. Listening is taught in SMA Arjasa regulary.

2. The researcher is permitted by the Headmaster and the English teacher to conduct the research in this school.

3. There was no investigation and description related with the topic of the research.

3.2.2 School Sociology

SMAN Arjasa is one of the several senior high schools in Jember that located in North Jember area. This school was establishing since 1990 with mean it was 27 years ago. School that located in Sultan Agung street number 64 Arjasa have two major in order to create the best student related to the student interest, that was science major and social major. By applying 2013 curricula this school wants to be a school that follows the newest learning methods. Every grade of this school contain eight classes with approximately 30 students each class. The majority student of this school came from central town and North Jember junior high school.

A huge quantity student of this school is direct proportional with the student quality; it proves from a good rating that is got by this school in national examination. The implementation of teaching learning listening in this school is also good although this school does not have a language laboratory to support their students in case of learning listening. The English teachers usually use computer laboratory facilities to get a good listening learning atmosphere. The use of computer laboratory as a language laboratory feels good by the English teacher to teach listening comprehension.

3.3   Research Participants

Participant is a person or group who responds and participates in the research study. Arikunto (2006:6) defines respondent as a person who responds or answers the researcher's question, both written and oral. Then, Saslow (Bieger and Gerlac, 2007:7) argues that the selection of the research sample has important sequence for the validity of the research findings. It means that the sample has to be able to describe the real situation of the population.

The population of this research is the 11th grade student at SMAN Arjasa. The researcher use purposive sampling in choosing the grade of population because the researcher has some reason. The reason why the researcher takes this grade is because the 11th grade students have already experience in teaching and learning listening, while the 10th grade might still adapt of the new learning environment in senior high school and the 12th grade student are busy to prepare for their national exam. The total number of the population is 261 students that divide into 8 classes with approximately 30-35 students in each class. Cluster random sampling was chosen by the researcher in choosing the population because the population was more than 100 people. Arikunto (2006:5) stated that if the population is more than 100 people, 10-15% or 20-25% or more of the population can be taken as the sample. In this research the researcher determined by using cluster random sampling by lottery. It means that the researcher took one class of those classes randomly by lottery.

3.4   Data Collection Method

In order to complete this study, the researcher needs to get a data from the respondent. There are more than one instrument used by researchers to get the data, the instrument will be describe as follow.

3.4.1   Questionnaire

The instrument used by the researcher is a questionnaire. Questionnaire is one way that can be used to obtain data or information from the respondents in form of group question. According to Bird (2009:4) questionnaire is a well established tool within social science research for acquiring information on participant. Some consultations were conducted by the researcher in order to make sure that the questionnaires used in this study are valid and able to answer questions the research question as stated by Giesen (2012:9) questionnaire must facilitate the collection of the data needed to answer the research questions. In the other hand, the use of questionnaire feels easier by the researcher and effective to do by the researcher. A questionnaire use in this research is referring to the questionnaire that applies in Hamouda's journal on 2013 entitled *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom.*

3.4.2   Documentation

According to Arikunto (2006) documentation is used to find out the data in the form of notes, transcript, books, newspaper, magazines, daily news week, etc. The role of documentation in this research is the secondary data. The documentation that was taking in this research such as: the name of respondent, photo of classroom situation, etc. The function of the secondary data is to complete the primary data.

3.5   Data Analysis Method

Data analysis method is a way to analyze and interpret the obtain data into meaningful information. The data obtained through the questionnaire is organized and analyzed. While the data obtained from the questionnaire is analyzed quantitatively and qualitatively.

First, researchers classify student answers based on the categories in the questionnaire, never, sometime, often and always. After knowing the number of students in all four categories (never, sometime, often, always) the researcher simplifies the categories into two, namely "positive" and "negative". The number of students who entered the positive category were students who answered the questions in the "never" column and students who answered the questionnaire in the column "sometime, often, always" were categorized into negative columns.

CHAPTER 5
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teachers, the students and future researchers.

5.1   Conclusion

It has been approved that listening is an important skill to learn by the student. Listening has an important role in language learning. This skill will help students in understand different kind of input as listening is the first skill students need to master. However, listening comprehension has been neglected in research and practice until quite recently. This situation also happens in the school where the researcher composes this research. SMAN Arjasa as one of favorite senior high schools in Jember just only conduct listening class once in a mounth, consecuenly this affects the ability of students in listening comprehension. This statement proves by the data taken from student of SMAN Arjasa that almost all of students' perception think that listening is difficult to comprehend. This result indicates that the student perception on listening comprehension is still negative.

The researcher also finds a clumsiness data from the respondent. There is unbalance answer, where the most of student choice a "sometime" answer from the four categorized (never, sometime, often, and always). Researchers assumes that this irregularity occurs because there is no interview session in the process of data retrieval. This clumsiness data feared affect to the validities of this study.

5.2   Suggestions

Knowing that student perception have a great impact of the development of teaching and learning listening comprehension, here the researcher proposes some suggestions to the following people:

5.2.1   English Teachers

The English teachers are suggested to conduct an evaluation sessions related to students' perceptions of listening comprehension subjects. This evaluation session aims to accommodate the students aspirations for the development of listening comprehenion learning.

5.2.2 The Students

Related with this research, students are advised to be more active in conveying their perceptions of the quality of learning. Thus the teacher can adjust the way of educating according to the needs of students.

5.2.3 The Future Researchers

The future researchers are suggested to use this research result as a consideration to conduct a further research dealing with a similiar topic by using a different research area and different research design. In addition, the future researchers are sugessted to use more than one instrument while collecting the data, which is does not done in this research because the time limit having by the researcher.
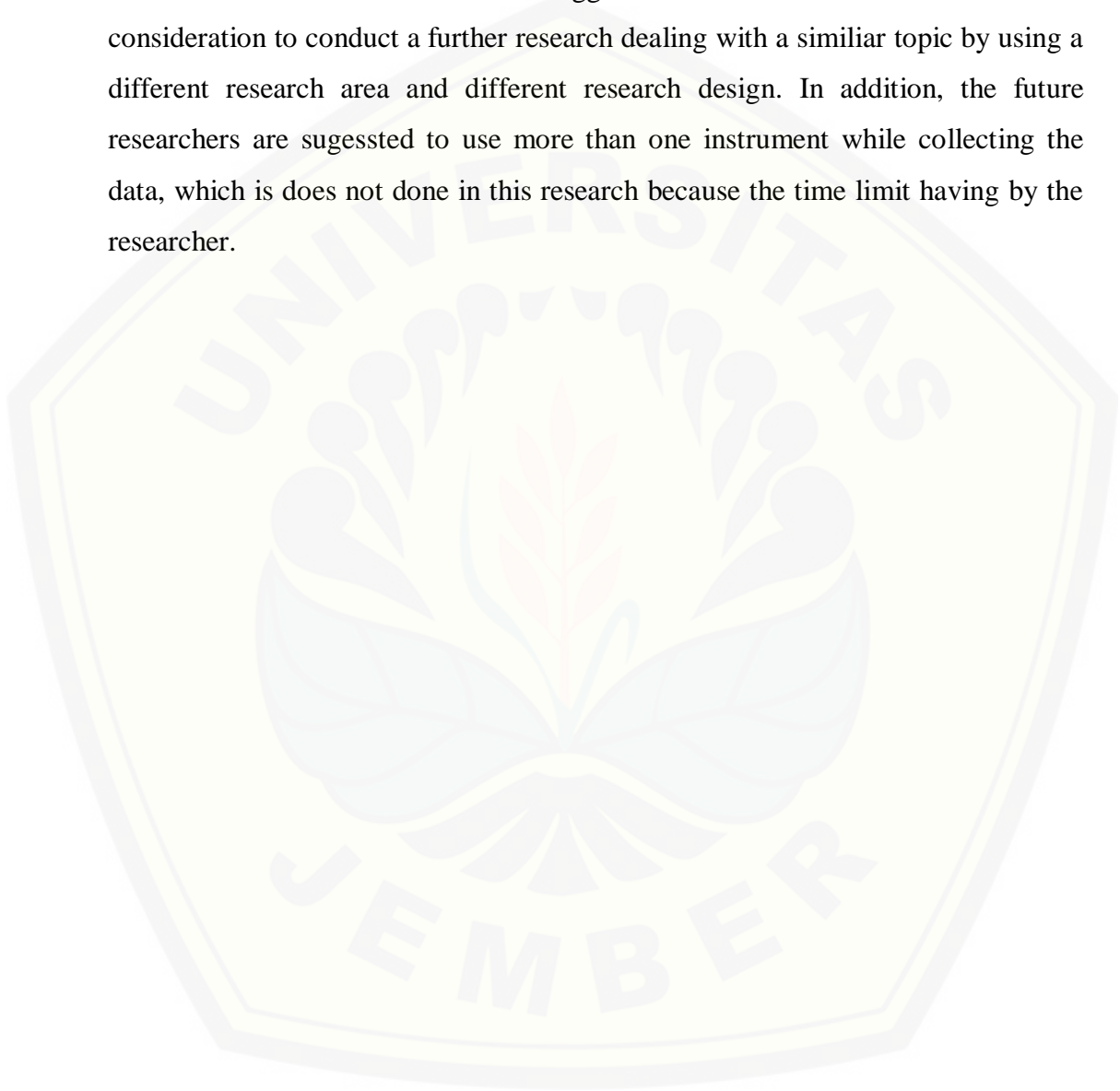
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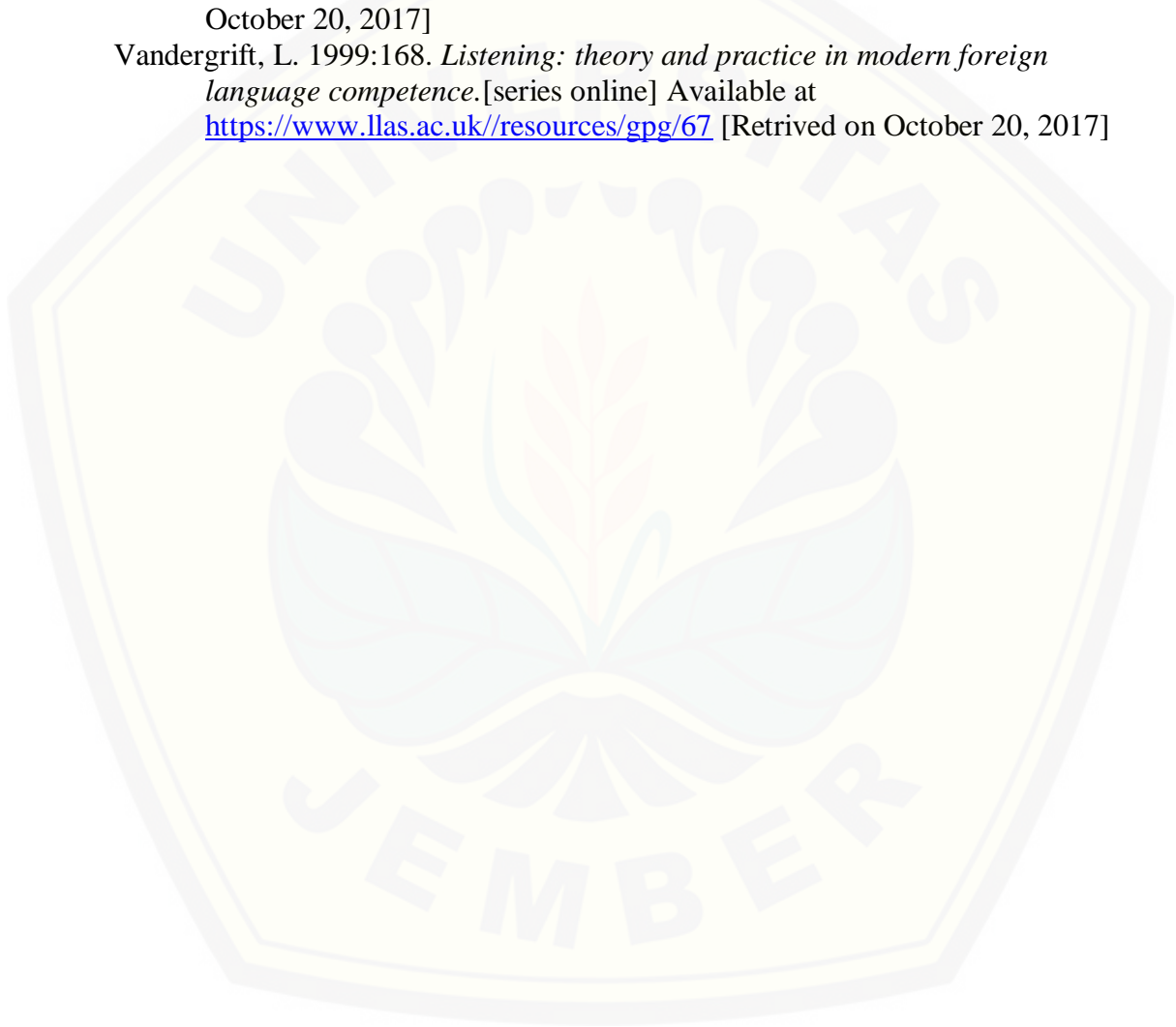Fraenkel, J,. & Wallen, N. 2006. *How to Design and Evaluate Research in Education.* New York: Mc GrawlHill

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Appendix 1

Title	Problem	Variables	Indicators	Data Resources	Research Method
A Descriptive Study of Students Perspective on Learning Listening Comprehension: A Senior High School Context	How do the Senior High School Student Perspective on Learning Listening Comprehension?	Students Perspective on Learning Listening Comprehension.	• Materials of listening comprehension. • Teacher's strategies in teaching listening.	1. **Research Subject:** The EFL Learner of Senior High School. 2. **Informant:** The English teacher of the Senior High School.	1. **Research Design:** Descriptive Research 2. **Area Determination Method:** Purposive Method. 3. **Respondent Determination Method:** Cluster Random Sampling Method by Lottery 4. **Data Collection Method:** a. Primary Data: • Questioner

Appendix 2

The content of appendix 2 is a questionaire adaptation used by the researcher.

Table 1: listening problems related to the content of the listening text

Untuk mengetahui permasalahan siswa dalam pelajaran listening berkaitan dengan kata kata asing, grammar, dan panjang teks.

Item No	Statement	Never	Sometime	Often	Always
1	I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms. *Saya merasa kesulitan karena banyaknya kosa kata asing.*				
2	Complex grammatical structures interfered with my listening comprehension. *Susunan bahasa yang rumit.*				
3	Long spoken text interfered with my listening comprehension. *Dialog teks yang panjang dalam mata pelajaran mendengarkan bhs Inggris.*				
4	I find it difficult to interpret the meaning of a long spoken text *Saya merasa kesulitan untuk memahami arti dari dialog teks yang panjang.*				
5	I feel fatigue and distracted when I listen to a long spoken text. *Saya merasa kelelahan dan bingung ketika saya mendengrkan teks dialog yang panjang.*				
6	I find it difficult to understand listening texts when the topic is unfamiliar. *Saya merasa kesulitan untuk memahami teks listening ketika menggunakan topik yang tidak pernah saya dengar..*				
7	I use my experience and background knowledge of the topic to understand the spoken text. *Saya menggunakan pengetahuan topik tersebut untuk memahami teks dialog.*				

8	I use my experience and background knowledge of the topic to understand the spoken text. *Saya menggunakan pengetahuan topik tersebut untuk memahami teks dialog.*				
9	I find it difficult to understand every single word of incoming speech. *Saya merasakan kesulitan untuk mengerti setiap kata yang ada di dalam dialog*				
10	I find the listening passage difficult to understand. *Saya merasakan kesulitan memahami isi cerita.*				

Table 6. Listening problems related to Linguistic features

Untuk mengetahui masalah siswa tentang listening comprehension berkaitan dengan language feature.

Item No	Statement Pernyataan	Never	Sometime	Often	Always
11	I find it surprising and difficult to deal with colloquial language and slang. *Saya merasa kesulitan ketika menemui bahasa Inggris sehari hari (bahasa informal) dan bahasa populer*				
12	I find it difficult to understand reduced forms. *Saya mengalami kesulitan untuk mengerti penyingkatan bahasa dalam bahasa Inggris.*				
13	I find the pronunciation familiar but cannot recognize the words. *Saya paham dengan yang diucapkan tapi saya tidak mengerti arti katanya..*				
14	I do not often pay attention to intonation of the speaker. *Saya jarang memperhatikan nada pembicara pada pelajaran mendengarkan bhs Inggris.*				
15	I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another. *Saya merasa kesulitan mengetahui perpindahan orang yang bicara pada dialog bhs Inggris.*				

16	When encountering an unknown word, I stop listening and think about the meaning of the word. *Ketika saya menemukan kata yang tidak diketahui, saya berhenti mendengarkan dan memikirkan apa arti kata tersebut.*				
17	I find it difficult to infer the meaning of an unknown word while listening. *Saya merasa kesulitan untuk menyimpulkan arti suatu kata sulit ketika sedang mendengarkan bhs Inggris.*				
18	I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex. *Saya merasa kesulitan untuk mengikuti dialog bahasa Inggris ketika terdapat beberapa kalimat yang sangat panjang dan rumit.*				

Table 11: listening problems related to the physical setting

Untuk mengetahui masalah siswa dengan mata pelajaran listening comprehension terkait lisngkungan belajar siswa.

Item no	Statements	Never	Sometime	Often	Always
18	It is difficult for me to concentrate with noises around. *Saya kesulitan untuk brkonsentrasi karena keadaan sekitar yang ramai*				
19	Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension. *Suara yang tidak jelas dihasilkan oleh CD yang rusak yang mengganngu kemampuan dengar saya*				
20	Unclear sounds resulting from poor equipment interfere with my listening comprehension. *Suara yang tidak jelas dihasilakn dari peralatan yang rusak yg dapat menggu listening comprehension saya.*				

Appendix 3

A complete questionaire from previous research

Table 1 Students' general self-rating to listening proficiency

Statements	Excellent %	Good %	Average %	Poor %
How do you rate your English listening ability when compared to others in class?				

Table 2. Students' perception to the importance of listening skill

Item no	Statements	Never %	Sometimes %	Often %	Always %
2	I am more aware of the perceived importance of English listening skill.				
3	I find that listening comprehension is difficult				
4	I find that listening comprehension is boring and not interesting.				
5	I find that listening comprehension is exciting.				
6	I receive sufficient training in English listening comprehension during your school				
7	I never heard about listening strategy.				

Table 4. Using Different Means to Enhance listening SKILLS

No	The way of learning listening	Never	Sometime	Often	Always
12	Listening to teachers and classmates in class.				
13	Listening to English language study cassettes or CD's at home				
14	Listening to the radio channels in English				
15	Using voice chat on the internet communicating with their friends				
16	Watching British or American television channels				

Table 5: listening problems related to the content of the listening text

Item No	Statement	Never	Sometime	Often	Always
17	I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms.				
18	Complex grammatical structures interfered with my listening comprehension.				
19	Long spoken text interfered with my listening comprehension.				
20	I find it difficult to interpret the meaning of a long spoken text				
21	I feel fatigue and distracted when I listen to a long spoken text.				
22	I find it difficult to understand listening texts when the topic is unfamiliar.				
23	I use my experience and background knowledge of the topic to understand the spoken text.				
24	I find it difficult to understand every single word of incoming speech.				
25	I find the listening passage difficult to understand.				

Table 6. Listening problems related to Linguistic features

Item No	Statement	Never	Sometime	Often	Always
26	I find it surprising and difficult to deal with colloquial language and slang.				
27	I find it difficult to understand reduced forms.				
28	I find the pronunciation familiar but cannot recognize the words.				
29	I do not often pay attention to intonation of the speaker.				
30	I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another.				
31	When encountering an unknown word, I stop listening and think about the meaning of the word.				
32	I find it difficult to infer the meaning of an unknown word while listening.				
33	I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex.				

Table 9: Listening problems related to listener

Item no	Statements	Never	Sometime	Often	Always
45	I find it difficult to get a general understanding of the spoken text from the first listening.				
46	At the time of listening I found it difficult to predict what would come next.				
47	I find it difficult to quickly remember words or phrases I have just heard.				
48	I found it difficult to recognize the words I know because of the way they are pronounced.				
49	There were words that I would normally understand in writing, but when I heard them in a stream of speech, I found it difficult to tell where one word finishes and another begins.				

50	I find it difficult when listening to English without transcripts.					
51	I find it difficult to answer questions which require other than a short answer (e.g. why or how questions).					

Table 10 Listening problems related to the speaker

Item no	Statements	Never	Sometime	Often	Always
52	I find it difficult to understand the natural speech which is full of hesitation and pauses.				
53	I find it difficult to understand the meaning of words which are not pronounced clearly.				
54	I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.				
55	I find it difficult to understand well when speakers speak with a variety of accents.				
56	I find it difficult to understand well when speakers speak too fast.				
57	I find it difficult to understand the listening text when the speaker does not pause long enough. *Saya menemukan kesulitan untuk mengerti teks listening ketika pembicara tidak berhenti cukup lama*				
58	I find it difficult to understand the recorded material if I am unable to get things repeatedSy				

Table 11: listening problems related to the physical setting

Item no	Statements	Never	Sometime	Often	Always
59	It is difficult for me to concentrate with noises around.				
60	Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.				
61	Unclear sounds resulting from poor equipment interfere with my listening comprehension.				