STUDENTS' DIFFICULTIES IN LISTENING NARRATIVE TEXT AT THE SECOND GRADE STUDENTS OF SMAN 1 BASO

A THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain
Strata One (S.1) Degree on English Education Department

Novi Andri
2311.065

Advisor I	Advisor II
Veni Roza, S.S., M.Pd	Irwandi, S.S., M.Pd
NIP: 198401052009122003	NIP: 1979122620110011008

ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE (IAIN)

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ABSTRACT

Novi Andri, 2311.065. Students' Difficulties in Listening Narrative Text at the Second Grade Students of SMAN 1 BASO. A Thesis, State Islamic Institute Bukittinggi, 2016.

This research was conducted because it was found several problems in learning listening. The students did not comprehend the text well when they listened and they had problems in identifying generic structure of narrative text. So, the researcher was interested in doing the research to analyze the students' difficulties in listening narrative text.

The design of this research was descriptive quantitative research. The population of this research was the second grade of students which was 162 total students. In determining the sample, the researcher used purposive sampling. Based on the sampling technique, the researcher only took 2 classes as many as 40 informants. The technique of data collection on this research was the test and questionnaire.

The result showed that there were some difficulties that were faced by the students when they listened. The first is the students' difficulties in finding gist/general information of the narrative text (comprehending orientation of narrative text, comprehending complication of narrative text, comprehending resolution of narrative text, and finding purpose or function of narrative text). The second is students' dificulties in finding specific informations of narrative text (meaning of word, meaning of sentence, finding location, and finding the time) . The researcher also found the factors that caused the students' difficulties in listening narrative text. They are lack of strategies (using imagery, semantic mapping, using keyword, and representing sounds in memory), psychological factors (students' interest, students' attention, students' learning emotions, and students' attitude), and competency language systems (students have limited vocabulary and grammatical knowledge) in listening narrative text at the second grade students of SMAN 1 BASO

Key word: Listening comprehension and narrative text

ABSTRAK

Novi Andri, 2311.065. Kesulitan Siswa dalam Mendengar Teks Naratif di Kelas XI SMAN 1 BASO. Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi, 2016.

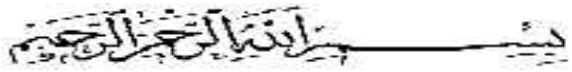
Penelitian ini dilatarbelakangi oleh beberapa masalah yang dihadapi siswa dalam mendengarkan. Masalah ini ditemukan di SMAN 1 BASO pada tahun ajaran 2015/ 2016 dalam proses pembelajaran khususnya dalam mendengarkan. Siswa tidak dapat memahami sebuah teks dengan baik dan siswa memiliki kesulitan dengan elemen-elemen yang terdapat dalam teks naratif.

Jenis penelitian yang digunakan adalah dalam bentuk deskriptif dengan pendekatan kuantitatif. Jumlah populasi siswa kelas sebelas adalah 162 siswa. Dalam penentuan sampel, peneliti menggunakan teknik pengambilan sampel secara purposif. Berdasarkan sampel tersebut, peneliti hanya mengambil 2 kelas sebanyak 40 siswa. Sementara itu teknik pengumpulan data adalah melalui tes dan angket.

Hasilpenelitian menunjukan bahwa terdapat kesulitan siswa dalam menemukan informasi umum (pemahaman terhadap *orientation, complication, resolution* dari teks naratif dan menemukan tujuan dari teks naratif) dan menemukan informasi khusus (arti kata, arti kalimat, menemukan tempat dan menemukan waktu) dalam mendengar teks naratif yang mana disebabkan oleh beberapa faktor yaitu faktor kurangnya strategi siswa dalam mendengar (menggunakan gambaran, membuat peta konsep, membuat kata-kata kunci, dan menggambarkan bunyi dalam ingatan) keadaan psikologi siswa (ketertarikan siswa dalam mendengar, perhatian siswa ketika mendengar, keadaan emosi siswa, sikap siswa ketika mendengar), dan kemampuan sistem bahasa siswa (siswa mempunyai keterbatasan kosakata dan kemapuan pengetahuan siswa terhadap tata bahasa dalam mendengar teks naratif pada kelas XI di SMAN 1 BASO.

Kata kunci : Pemahaman dalam mendengar dan teks naratif

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Alhamdulillahirabbil'alamin, in the name of Allah the Almighty, the Most Merciful, who has opened the heart, thought, and mind of His creatures and who always gives the best giving love to the researcher in complementing this thesis under the title "Students' Difficulties in Listening Comprehension on Narrative Text at the Second Grade Students of SMA N 1 BASO." Shalawat and Salam to the Prophet Muhammad SAW who is the best leader to obey and the best apostle to convince.

The researcher would like to express her deepest gratitude to the following people who give their contributions and helps to the researcher in conducting this thesis:

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Bukittinggi, Februari 2016

The writer,

Novi Andri

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning a new languange always starts from listening. It is the basis of the other three skills which are commonly speaking, reading, and writing; thus it becomes the most important skill to master. As stated by Linse that listening plays role as the foundation of the other skills. By listening children are prepared to replicate the sounds when they speak. In addition, listening skill can lay the foundation for reading instruction because by developing good listening skils, children are able to match sounds with corresponding symbols when they decode words[1]. This clearly explains that listening plays the most significant in learning a languange. In order to able to speak, to read, and write in english, someone has to master listening skill first.

This also happens to student who learn English for foreign languange, mastering listening skill will be also a significant case. Listening is root of their ability to master all of the skills in learning languange. Thus, it is not a simple case especially for foreigner, listening will not be an easy thing to master in a short time.

In Indonesia, English is taught since in elementary school until university which includes all of the four skills. But, there are some

[1] Carolling T Linse, *Practical English Languange Teaching Young Learners*, (New York: McGraw-Hill ESL/ELT, 2005) p25

elementary schools in Indonesia do not learn english anymore because of *kurikulum 2013.* Regarding the importance of listening, it is then taught in several levels which include some topics such as in form of dialog and monolog. The aim of activity, indeed to help students to be able to recognize all of the instruction given. Hence, this skill then will help student to master the other three skills.

Listening is not a passive process. Students do not only hear what speaker says but also interpret the meaning, understand, and remember what the speaker says. According to Nicholas, listening is an active process in which listener plays a very active part in contracting over all that is eventually exchange between listener and speaker[2] . It is clear that the students do not only listen to what the speaker say but also interpret and understand the meaning of the passage in order to comprehend all information. Especially, when the students are listening to the text such as narrative text.

Based on *Standar Isi Permendiknas no 22 tahun 2006,* there are many types of text that learnt by the students of Senior High School. Which are, procedure, descriptive, narrative, recount, hortatory exposition, spoof, etc. In this research focusses on the narrative text since it is one of the most interesting texts which tells about a story and makes the students are enjoyable in learning English. Narrative text is a kind of text with purpose to amuse the reader or listener. Narrative text is also a text that tells a story using a series of event. The researcher assumed that it is a simple and easy for students. It is

[2] N Lukong Nicholas, *Teaching Listening Comprehension,* (English Teaching Forum Vol XXVI/19-22,1988), p.19

also a text which is familiarized with the students, but the fact in the field showed that some students still get difficulties in comprehending narrative text. For this reason the researcher chose this text.

In order to help students to understand narrative text, it is importance to introduce them with generic structures. The generic structures of narrative text are orientation, complication, resolution, and re-orientation. Orientation refers to a set of scene, where and when the story happened, introducing the participants of the story that is who and what is involved in the story. Complication tells the beginning of the problem that leads to the crisis of the main participant. Resolution tells the solution of the problem, either in a happy ending or in sad ending. Finally, re-orientation which refers to clossing of the story and it is optional. It contains moral value, advice or teaching from the writer.

Based on the preliminary obsevation which is conducted in SMAN 1 BASO, researcher gave the test related to listening narrative text to 40 second grade students. The tittle of the text is “A Lion and a Mouse”. The students’ test results were not satisfied. Some students got the bad mark. The researcher assumed that students had some problems in listening. Researcher found that most of students were not interested in listening because they did not comprehend the text well when they listen the material. Then, some students were troubled by the speed of the listening material. In this case, many students were difficult to catch what they hear. Then, some students did not know what the speakers says because of lack of vocabulary. The researcher

assumed that there were three main problems that are faced by the students during listening process in second grade students of SMA N 1 BASO.

Based on the background of the problem above, it is a scientific reason to conduct a research about the students' difficulties in listening narrative text, because the students still have some difficulties to understand the text. This research is directed to analyze the kinds and causes of students' difficulties in lerning listening. Finally, the researcher would conduct the research entitled **"Student's Difficulties in Listening Narrative Text at the Second Grade Students of SMA N 1 BASO."**

B. Identification of the Problem.

Based on the background of the problem above, there are some problems occured in learning listening that can be identified as follow:

1. Students' test result were not satisfied. Some students got the bad mark after did the test.
2. The students were not interested in listening because they do not comprehend the text well.
3. The students are trouble by speed of the listening material.
4. The students lack of vocabulary.

C. Limitation of the Problem.

Based on the background of the problem and identification of the problem above, the researcher will focus on students' difficulties in listening comprehension on narrative text. The researcher will research at the second grade students of SMA N 1 BASO.

D. Formulation of the Problem.

Based on the limitation of the problem above, the research can be formulated through the following questions:

1. What are kind of students' difficulties in listening narrative text at the second grade students of SMA N 1 BASO?
2. What are causes of students' difficulties in listening narrative text at the second grade students of SMA N 1 BASO?

E. Purpose of the Research

In line with the formulation of the problem above, the purposes of this research are as follow:

1. To identify the kinds of students' difficulties in listening narrative text at the second grade students of SMA N 1 BASO.
2. To identify the causes of students' difficulties in listening narrative text at the second grade students of SMA N 1 BASO.

F. Significance of the study

This research is hoped to be useful for:

1. English teacher.

   This study may be helpful to the teacher because by knowing the student's difficulties in listening the teacher knows the student problems. The teacher should be aware of the problem and find their solution to identify the source of trouble or problem.

2. Students.

This study may be helpful to the students. Naraative text in learning listening will make they understand, can give more motivation and help them to improve their listening comprehension.

3. Researcher

It can be a source for the next researcher and this research also expected to br useful to enrich the development of listening skill.

G. Definition of the key terms.

To make this research is not difficult to understand to avoid misunderstanding and misinterpretation of terms used in this research. It is better for the researcher to write the key terms as follow:

1. Difficulty is the problem or trouble and need to solved and understood[3].
2. Listening is the ability of paying attention to get meaning from something we hear, understanding what we hear, and remembering it[4].
3. Narrative text is retelling a story that is told by the other person's point of view and it is an imaginative story but may be based on fact.

[3] Carl James, *Error in LanguangeLearning and Use,* (Sidney:Macquire University,1988), p.218
[4] Roderic A Jacobs, *Teaching Listening,* (London:Longman Group Ltd,1986), p.2

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. Listening Comprehension

a. Nature of Listening Comprehension

Listening is one of important skills in languange learning for communication which helps to improve speaking considerable. People need to be able to listen before they speak and to read before they write. It means that listening is the first skill of our languange skill. Therefore, good competence in listening will help people to communicate in real situation. Without having good competence in listening, it will make negative impact to communicate with a person because the students cannot understand what the speaker says.

Listening comprehension is an activity that students do in communicating with the speaker. Listening is not passive skill[1]. It can be seen from students' interpretation of what they hear with their own ideas and experiences in their own mind. In addition, student do not only hear what the speaker say, it means that students must interpret the meaning, understand, and also remember what the speaker says. According to Nicholas, Listening is an active process in which listener plays a very part in contracting over all that is eventually exchange

[1] Jerry G Gebhard, *Teaching English as a Foreign or Second Languange*, (United Stated of America: The University of Michigan Press, 1966), p143

between listener and speaker[2]. It means that listening make a positive contribution by bringing students active power consentration.

Furthermore, listening comprehension is one of fundamental ways that will help students to get succsess in languange leaning. According to Rost, listening is vital part in the languange classroom, because it provides input for the students[3]. Without understanding input at the right level, any learning simply cannot begin to speak. So, listening is fundamental for speaking.

Based on explanation above, the researcher conclude that listening is the first languange mode that people acquire; people need to be able to listen before they speak and read or write. People should have good competence in listening to communicate between speaker and listener because listening is not passive skill of listener in involving the message from the speaker in communicating process.

[2] N Lukong Nicholas. . . , p.19
[3] Michael Rost, *Listening in Languange Learning: Applied Linguistics and Languange* (New York: Longman, 1990), p141-142

b. The Importance of Listening Comprehension

Listening comprehension is the receptive skill in the oral mode which is important. The definition of comprehension is "the process of relating languange to consept in one's memory ad to the references in real world"[4]. It means that a listener understands what he hears and connect what is heard to the real world. In addition, listening comprehension is the important skill for a number of reasons. Recall and understand information are importan aspect for pre-listening skill. In order to be strong reader later on, students must be able to recall information when it is presented orally. Lastly, listening comprehension can help students in understanding more deeply about the material before they read and understand the listening material.

Moreover, student who have strong listening comprehension skill also tend to be good listeners overall. As students, they often spend too much of that time to talk they do not have enough time to listen. Everyday they listen many different things in many different ways. Listening is a skill that a child will use throughout his entire life. Developing strong listening comprehension skill early on will help each student to get a better life. Finally, strong listening comprehension skill also promote thinking and problem solving skill. When listen a story, students begin to develop their own thought and ideas about the situations there are presented in the story.

[4] Michael Rost, *Teaching and Researching Listening*, (Great Britain: Pearson education, 2002), p59

c. The Process of Teaching Listening

Listening is an important skill in learning languange and the bassis for developing of all other language skill. Listening also can help improve speaking considerable. The early stage of languange development of person is dependent on listening. To know listening much, it is better to know the theory of listening.

Listening is the ability to identify and understanding what the speaker says. It includes understanding the speakers' accent and knowing his grammar and vocabulary. Meanwhile Yagang says that listening is the ability to identify and understand what others say[5]. In this case, listening involves understanding a speaker's accent of pronunciations, vocabulary and grammar also grasping the meaning of what speaker says. It is also support by Underwood, listening is an activity of paying attention to and ability to identify and understand what others are saying[6].

Listening is also constructing based on sound. When we listen we hear a sound or stream of a sound. According to Nicholas, as a person listen he or she is constructing a parallel massage based on sound clues, he or she receives from his interlocutor and varying whether his massage corresponds with what he or she hears[7].

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[5] Fan Yagang, *Listening : Problem and solution.*(English Teaching Forum. Vol XXXI. No. 2, 1993), P16

[6] Mary Underwood, *Teaching listening*,(Longman Hand Books for Languange Teachers.Longman group Ltd : London and New York, 1994), p1

[7] N Lukong Nicholas, *Teaching Listening Comprehension,* (English Teaching Forum Vol XXVI/19-22,1988),p85

Listening is an active process, the listeners are not only hearing but also paying attention what they hear, understanding and also remembering what the speaker say. According to Nicholas, Listening is an active process with in which the listener plays a very active part in contracting over all that is eventually exchange between listener and speaker[8].

Learning language is to practice meaningful listening. Listening is the way of learning language. It will give learners information from which to build up knowledge necessary for using the language. Teaching listening is important because it will help students to get success in learning language. According to Rost, listening is vital in the language classroom, because it provides input for the students[9]. Without understanding input at the right level, any learning simply cannot begin to speak. So, listening is fundamental for speaking.

Finally, Nunan says that: before deciding which approaches to use in teaching listening, you have to understand the nature of listening first[10] . He differentiated two models of listening, namely:

1. Bottom – up model

   The model emphasizes that comprehension occurs when a listener is successful in decoding the spoken text from the

[8] N Lukong Nicholas. . . ,p19
[9] M. Rost, *Introducing Listening*,(Penguin:London, 1994), p141-142
[10] D.C. Nunan, *Designing Task for the CommunicativeClassroom.*(Cambridge University press:Cambridge, 1997), p1

smallest meaningful units to form words, the word a link together to form utterances, and utterances are linked together to form complete meaningful text.

2. Top – down model

The model emphasizes that the listener actively constructs the original meaning of the speakers using incoming sounds as clues. In this reconstruction process the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hear.

What is spoken serves as the cues to active top – down process. In teaching the students it is necessary to combine these two models so that The teachers will be able to help the students understand the processes underlying listening.

Based on the explanation above, we can summarize that listening is necessary. Listening is not as simple as hearing. In listening we should understand the vocabulary, pronunciation, grammar and understand what the speaker says. It needs to be learned and tought to be improved, even as in the foreign languange as English. When the people listen, they must actually engage in the activity of constructing a message in order to be described as a listener.

d. Type of Listening Comprehension

Type of listening comprehension are the knowledge which is very important to english teacher; they will be helpful for english teacher to think in term of type of listening performance. Teachers are going to teach listening material, and they must know what types of listening used. The types will determine the technique and strategies that are appilied in listening activities. The types of listening compehension can be seen from[11]:

1. Intensive Listening

It will focuss on students' attention on languange form. In this section, intensive listening is aimed to raise the learner awareness of how differences in sound, structure, and lexical choice that can affect meaning. There are three kinds of intensive, namely: using tape material, live listening, and the role of the teacher.

First, using tape material. Tape materials allows students to hear a variety of different voices apart from their teacher. Therefore, it gives opportunity to hear a variety of different voices and recognize some characters, particularly, where the people are talking.

Second, live listening. It is a popular way of ensuring genuine communication in live listening where the teacher and

[11] H. Douglas Brown, *Teaching by Principle,* (New York: Addison Wesley Longman Inc., 2011), p255-258

visitors to the class talk to the students. Live listening can take the following form: reading aloud, the teacher reads the material for students. Storytelling, teacher can give some stories and ask them to predict what coming text is. Interviews, these activities can motivate the students to be active to answer the question that is given to them. Conversation, students are asked to do conversation so they have chance to watch the interaction as well as listen to it.

2. Extensive Listening

Extensive listening helps students to acquire vocabulary and grammar. Here, the teacher asks the students to choose the best materials, what, when, and how the students learn. It will make them pleasure. It is usually practiced out of classroom, in the students' home or around them. In order to encourage extensive listening teacher can ask students to perform a number to task, they can record their response to what they have heard.

Based on the theory above, there are two type of listening comprehension which are important for english teacher. Because listening is an activity where students choose the material freely to make them pleasure. While, intensive listening is an activity that helps students to be easier to comprehend what the speaker is talking about.

2. Narrative Text

a. Definition of Narrative text

Narrative text is one kind of texts that should be learned by students in Senior High School. Narrative text is retelling a story that is told by the other person's point of view and it is an imaginative story but may be based on fact. Narrative text is also a text that tells a story using a series of event. According to Reinking and Andrew, narrative relates a series of events; the event may be as real as in histories, biographies, travel accounts, and newspaper stories or imaginary, as in short stories, novel, and plays[12].

Moreover, narrative text is an entertaiment text . Gorot and Wignell in Rosa et al point out that narrative text is one of the text type whose social function to amuse, to entertain, and to deal with actual or vicarious experience in different ways. It deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution[13]. It means that narrative text is a text retells a series of events which has social function to amuse or to entertain the readers. It can be packed in short story, novel or biography deal with fuctual or imaginary.

[12] James A Reinking and Andrew W Hart, *Strategies for Successful Writing. Prentice Hall.* Englewood cliffs (New Jersey 07632. 1986), p39
[13] Rusdi Noor Rosa, Et al, *English fo General Purpose: A Course for University Students,* (Padang: Sukabina Press, 2008), p96

b. The Generic Structure of Narrative Text

According to Rosa Et al, there are five generic strucrure in narrative text:[14]

1. Orientation ; this the first part of a narrative that function to set the scences as well as do to intruduce the participants.
2. Evaluation; this is the part of narrative is used to show a stepping back to evaluate the pligt.
3. Compliation; this the most important part of narrative where the writter must be able to present problematic events that happened to the participant. In this part, a crisses arises.
4. Resolution; in this part, the problem or the crisis is resolved, can be happy ending or sad ending.
5. Re- orientation; this part is optional, it may be presented or skipped.

In line with this, Knapp and Watkins say that when learners first attemp narratives, they find orientation, complication stages fairly straight forward, as they are similiar to the structure and grammar of recounts. The resolution stage, however, is another mattter[15]. Generally, it can be concludeed taht generic structure in narative text are orientation, complication and resolution. Orientation

[14] Rusdi Noor Rosa Et al, . . . , p96
[15] Peter Knapp and Megan Watkins, *Genre, Text,Grammar: Technologies for Teaching and Assesing Writing,* (Australia: University of New South Wales press Ltd, 2005), p224

introduce the scense of the participant, such as who the participant, when and where it hapenned. Complications tell abbout the problems or the event happened. Resolution is resolving of the problems in which it can be happy or sad and ending. Those are the bassic structure of narrative text. These are example of narrative text:

Legend of Loro Jonggrang
A Folklore from Central Java, Indonesia



Once upon a time, there was a kingdom named **Prambanan**. The people lived peacefully. However, soon their happy lives were disturbed by **Pengging Kingdom**. The king, **Bandung Bondowoso**, wanted to occupy Prambanan. He was a mean king.

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bondowoso. Pengging could win the war because Bandung Bondongwoso had a supernatural power.

His soldiers were not only humans but also genies. Those creatures always obeyed Bandung Bondowoso. They always did whatever Bandung Bondowoso asked them to do. The king of Prambanan had a beautiful daughter. Her name was

Loro Jonggrang (Rara Jonggrang). Bandung Bondowoso fell in love with her and wanted to marry her.

"If you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang.

She hated Bandung Bondowoso because he made the people of Prambanan suffered.

"What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bondowoso. But he did not give up. He asked the genies to help him.

Then all those genies worked hard to build the 1.000 temples. Meanwhile, Loro Jonggrang heard from the lady-inwaiting that the building of 1.000 temples was almost finished.

She was so scared; she did not want to marry Bandung Bondowoso. And then she had a great idea. She asked all the ladies-inwaiting to help her.

"Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang.

All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked them to prepare a lot of straw and mortars in the middle of the night.

"Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortar. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight."

It worked! All those genies thought that sun rose. They did not know the light was from the fire that burning the straw. And the noise from pounding the mortar was like the start of a new day.

Bandung Bondowoso was angry. He knew Loro Jonggrang just tricked him.

"You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple."

With his supernatural power, Bandung Bondowoso made Loro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is named **Loro Jonggrang temple**.

A Wolf and A Dog



Once there was a wolf who was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

"You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat every where else. Finally, he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

Moral: Freedom is everything!

3. Causes of students' Difficulties in Listening Comprehension

Students usually face some difficulties in learning, including in listening. Students' difficulties in listening comprehension are the problems which are faced by students can make the hard to archive the goal of listening that is comprehension. One of them caused by listening strategies. The students did not apply the listening strategies while listening process. According to Oxford, there are four suitable strategies that can applied by students while listening process[16]:

a. Using Imagery

The students try to relate something to guess what the speaker say about. Relating new language information to concept in memory by means of meaningfull visual imagery. The image can be a picture of an object, a set of locations for rememberring a sequence of words or expressions, or a mental representation of the letters of a word.

b. Semantic Mapping

The students make semantic mapping to help them to caught what the speaker said. Making an arrangements of words into a picture, which has a key concept at the center or at the top, and related words

[16] Rebecca L Oxford, *Languange Learning Strategies*, (Newbury House Publisher, 1990), p41

and concept linked with the key concept by means of lines of arrorws.

c. Using Keywords

The students remember a new word by using keyword. Remembering a new word by using auditory and visual links. The first step is to identify a familiar word in one's own language that sounds like the new words this is the auditory link. The second steps is to generate an image of someone relationship between the new words and a familiar one, this is the visual link. Both links must be meaningfull to the learners.

d. Representing Sounds in Memory

The students associated between new material and already known material. Remembering new language information according to its sound. This is a broad strategy that can use any number of techniques, all of which create a meaningful, sound based association between the new material and already known material.

Moreover, the are four suitable strategies that can applied by students while listening process. Although there are some factors which make students having low listening comprehension. These

problem are related with some aspects. As stated by Naizhao and Robin, the problems in listening are caused by[17]:

a. Students psychological obstacles influence their listening capacity

1) Students' interest in listening

The students are difficult in listening because they did not comprehend about the material. If they did not comprehend the material, they will not interest in listening.

2) Students' attention in listening

The students difficult to focus on listening material, because they get some problem from the speaker and class situation.

3) Students' emotion in listening

The students difficult in listening material because the room is noisy. Students cannot control their focuss while listening activity. It made them difficult to comprehend the material well.

4) Students' attitude in listening

The students difficult in listening because they do not have good attitude when listening. The students are

[17] Naizhao, Robin, *An Investigation of Factor Influencing English Listening Comprehension and Possible Measure for Improvement* (journal5)

required to serious while listening because listening process needs high seriousness.

These factor are about the students' interest, attention, learning emotions, and attitude. Although these factors are directly influential in students learning process. They play a part in promoting and controlling learning effectiveness. For example, two students listening level might be similar, and while their result may be quite different, the explanation for their differences is seen to lie in their different psychological staes.

b. Grammar knowledge affects listening comprehension

Languange knowledge is the foundation of english listening skill. If students' knowledge of grammar insufficient, it is probable that their english listening comprehension will be negatively affected by having lack of languange knowledge. Besides, Underwood states have a limited vocabulary affect students comprehension in listening[18]. The speakers may choose words that student does not know. Students sometimes encounter an unknown word, which may cause them to stop and think about the meaning of that word and thus cause them to the next part of the speech

[18] Mary Underwood, *Teaching Listening,* (Longman Handbooks for Languange Teacher, New York and London, 1994), p16

c. Cultural background knowledge thinking affects listening comprehension.

Languange is rather than like mirror that reflect the nasional culture of its speakers which cannot exist witout culture. Culture can be explained as what the society thinks and does, and the languange is the expression f the ideas of the society. On the other word, the marriage between languange and culture is in inseparable; languange is the carrier of culture and the capsule that holds a way of thinking. Languange carries below knowledge and cultural information and it reflects the substantial and particular ways of thinking of that people. Thus culture is embedded in even the simple's act of languange.[19]

B. Review of Related Studies

Based on the literatures that are read by the researcher, the researcher found some studies which are relevant with what researched by the researcher. First, the relevant study which is found by the researcher is an academic thesis entitle "An analysis of the students' difficulties in listening comprehension at the second grade students of Senior High School 01 Padang Panjang." The research was done by Sari Humaira, S.Pd, who was a student of English Language Education Department in STAIN Bukittinggi.

[19] Naizhao, Robin, An Investigation of Factor Influencing English Listening Comprehension and possible Measure for improvement, (journal 5)

The result shows that the difficulties of the students of the second year students of Senior High School 1 Padang Panjang in difficulties levels in listening comprehension and the causes. Some students have limited of vocabularies, grammatical knowledge, trouble with sounds, thinking too much about the meaning of word, trouble with noise, fast natural native speech and needs repetition more than one.

The second research is conducted by Muhammad Syah, who conducted a research entitled, “The students’ error of listening ability in senior high school.” He found the difficulties as follow: 1) the students are difficult to recognize the word grammatical characteristic of spoke text, 3) the students are difficult to infer the speaker’s intention or meaning, 4) the students are difficult to do the listening task and, 5) most of the students are still confused with the purpose of their listening activity.

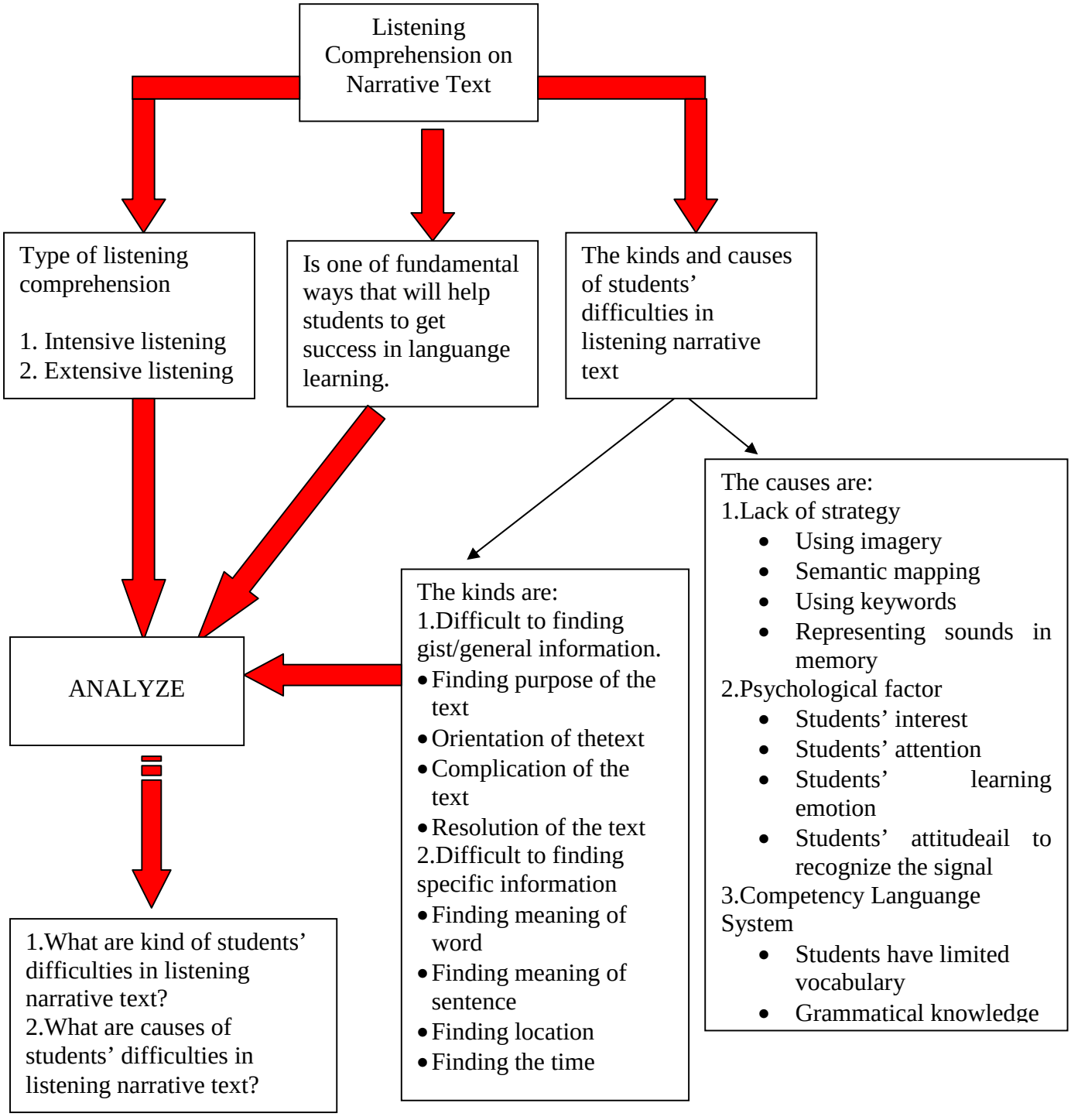
The third research is conducted by Suhardini, who conducted a research entitled “the use of text based task to improve students listening ability”. She was divided the problem were indicated as follows: 1) the students are difficult to recognize the word and grammatical characteristicof spoken text, 2) the students are difficult to catch the clues information of spoken text, 3) the students are difficult to infer the speaker’s intonation of meaning, 4) the student are difficult to do the listening task, and 5) most of student are still confused with the purpose of their listening activity. In addition, the classroom situation is not live during teaching and learning process.

In this research, the researcher focusses on the different matter with the previous. The researcher analyze what kind of students' difficulties that are faced by the students in listening on narrative text. Furthernore, the researcher tries to identify the causes of the difficulties faced by the students in listening.The researcher will be covered entitled "Students' Difficulties in Listening Comprehension on Narrative text at the Second Grade Student of SMA N 1 BASO".

C. Conceptual Framework.

This research focused on the analysis of student's listening difficulties. The researcher, then , tries to find out the problems that the students have in understanding the topic and the main purpose of listening material. The researcher also tries to find out the causes that the problems arise .

To make it clear, the researcher gives conceptual framework as follows:


Listening Comprehension on Narrative Text
Type of listening comprehension
1. Intensive listening
2. Extensive listening
Is one of fundamental ways that will help students to get success in languange learning.
The kinds and causes of students' difficulties in listening narrative text
ANALYZE
1.What are kind of students' difficulties in listening narrative text?
2.What are causes of students' difficulties in listening narrative text?
The kinds are:
1.Difficult to finding gist/general information.
• Finding purpose of the text
• Orientation of thetext
• Complication of the text
• Resolution of the text
2.Difficult to finding specific information
• Finding meaning of word
• Finding meaning of sentence
• Finding location
• Finding the time
The causes are:
1.Lack of strategy
• Using imagery
• Semantic mapping
• Using keywords
• Representing sounds in memory
2.Psychological factor
• Students' interest
• Students' attention
• Students' learning emotion
• Students' attitudeail to recognize the signal
3.Competency Languange System
• Students have limited vocabulary
• Grammatical knowledge

The scheme above explains the steps that are followed by the researcher in conducting this research. The researcher analyzed the kind of students' difiiculties in listening comprehension on narrative text and the causes. The researcher wanted to know what are the kinds of students' difficulties in listening comprehension on narrative text and causes at the second grade students of SMA N 1 BASO.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research was a descriptive quantitative. It was because the researcher only analyzed and made description about student's difficulties in listening comprehension on narrative text. Gay said that, "Descriptive method is useful to investigate many kinds of educational problem"[1]. Many kinds of education problem involve students' ability in study such as students' difficulties and causes in listening which need the data to measure it. On the other words, to measure the difficulties and causes in listening comprehension the researcher use the quantitative research. According to Margono, quantitative research is the process of discovering knowledge by using numeral data as the instrument to find information about what is wanted to know[2]. It means that quantitative research uses the data shape of the numbers and statistic analyze. Thus, this reserch was expected to analysis the answer of difficulties and causes of students in listening comprehension on narrative text.

[1] L.R Gay, *Educational Research*, (Singapore: Merill Publishing Company, 1990), p183
[2] Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Rineka Cipta, 2007), p103

B. Population and Sample.

The population and sample are two of elements in the research. They could be explained as follow:

1. Population.

   Population is all of the subject and object that is researched by the researcher. According to Gay, the population is the group of interest to the researcher, the group to which he would like the results of the study to be generalizable[3]. It means that the population is generally a realistic choice that is used by the researcher to find the result of the study. The population of this research was second grade students of SMA N I BASO. Bukittingi-Payakumbuh street km 13, Baso subdistrict, Agam regency,West Sumatra Province. There are seven classes in the second grade. The total number of the second grade students of SMA N 1 BASO can be illustrated by the following table:

Total population of the second grade students in SMA N 1 BASO

Class	Students Totally
XI IA 1	21
XI IA 2	20
XI IA 3	21
XI IS 1	20
XI IS 2	20
XI IS 3	19

[3] L.R Gay, . . . , p102

XI IS 4	21
XI IS 5	20
TOTAL	162

Source: Tata Usaha SMA N 1 BASO

The reason why the researcher chose the second grade students at SMA N 1 BASO as the population because it was easy for the researcher to access and got the data from this school. The researcher chose the second grade students because they had enough vocabulary and listening experience to understand the listening narrative.

2. Sample

The sample is the small unit of the population. According to Gay, sample is the process of selecting a number of individual for a study in such a way that the individuals represent the larger group from which they were selected[4]. A sample should have charecteristics as population; it is representative for the population. There are some sampling technique to determine the sample; random sampling, cluster sampling, stratified sampling, systematic sampling, and purposive sampling. In this reesearch, the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is a technique that is used by researcher if the researcher has some consideration to determine the sample[5] . The researcher chose XI IS 1 class and XI IS 2 class.

[4] L.R Gay, . . . , p101
[5] Suharsimi Arikunto, *Manajemen Pendidikan*, (Jakarta: Bumi Aksara, 1999)

The researcher chose XI IS 1 class and XI IS 2 class as the sample because there were some considerations. First, the students have already studied about narrative text. Thus they also face some difficulties in having clear comprehension of the text. Second, they are taught by the same teacher, the teacher is Mrs. Dra. Deli Noviar. These are the consideration why the researcher chose them as the sample of this research

C. Instrumentation

Instrumentation is one of important side in a research. Instrumentation is the tool that is needed in the research[6]. The drafting of the instruments is important part in the research process because a researcher can get and collect the data which be analysed is by using the proper instrument. In this research the researcher used test and questionnaire as instruments.

The researcher gave 10 questions in the test related to narrative text entitled "The Greatest Treasure". The students did the test after listening the text. Each item in the test has 10 point. In conclusion, there were 100 total points if the students can answer each item correctly. According to Gay, "A test is not necessarily a written set of questions to which an individual respons in order to determine wheter he or she "passes". A more inclusive definition of test is a means of measuring the knowledge, skill, feeling, inteligence, or aptitude of an individual or group[7].

Questionnaire is the technique of data collection by giving some questions with answering some alternatives to respondent. Sugiyono said that,

[6] Lufri, *Kiat Memahami dan Melakukan Penelitian,* (Padang: UNP press, 2002), p102
[7] L.R. Gay, 1990, *Educational Research,* (Singapore:Merill Publishing Company), p127

"Questionnaire as a technique of data collection that is done by giving some written question to respondent"[8]. Qustionnaire is easier to help researcher in collecting data in the amount of the number. It is easy to distribute it at the same time. The type of questionnaire that use is closed questionnaire. It is easier to respond all the questions and the statements given list, the students only need to choose the available respond. Thus, the data can be got quickly because it does not spend more time to answer the questions.

Furthermore, the researcher test the validity of the observation sheet by using conten validity. According to Gay, content validity is the degree to which a test measure and intended content area[9]. After that, the research used expert validity.

D. Technique of Data Collection

The data of the research was collected by giving the test and questionnaire. The test consists of 10 questions that related to the narrative text entitled "The Greatest Treasure". The test was purposed to identify the kinds of students' difficulties in listening narrative text. Each item in the test has 10 points. It means, there were 100 maximal points that can be reached by the students.

Questionnaire is an instrument to collect information about the students' difficulties in listening comprehension. Gay stated that, "descriptive data are usually collected through a questionnaire survey, interview, or

[8] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2007), p199
[9] L.R Gay, . . . , p129

observation"[10]. In this research, the researcher uses questionnaire because it was an approriate way to collect the data relate to the focuss of the reserch and gives some advantages for the reseracher. As gay adds, "In comparison to use of an interview procedure, for example, a questionnaire is much more efficien in that it requires less time, is less expensive, and permits collection of data from a much larger sample"[11]. It is aimed that by using questionnaires, it would be more efficient and appropriate in collecting data in this research. Besides, it helps the researcher to collect the data about students' difficulties in listening comprehension on narrative text and its causes, the questionnaires also gave some advantages for the researcher rather than the other techniques.

The researcher used open-close questionnaires. According to Hadi and Haryono, this type questionnaires lead the respondent to answer the questionnaires by choosing one of provided answers, then they will continue to answer freely related to their previuos answer[12]. The researcher gives some questions to the respondent, and ask them to continue the additional answer of the questions by their own opinion.

However, the type of question in the questionnaires is the dichotomous questions, there are just two categories provided to be choosen as the answer. As stated by Cohen et al that dichotomous questions provide "yes or no" answer[13]. The researcher needs to analyze the causes of students' difficulties

[10] L.R Gay, . . . , p189
[11] L.R Gay, . . . , p195
[12] Hamirul Hadi and H. Haryono, *metodologi Penelitian Pendidikan II,* (Bandung: CV. Pustaka Setia, 1998),p137-138
[13] Louis Cohe et al, *Research Methods in Education,* (London and New York: Rouhtledge Falmer, 2005), 5th ed, p250

in listening narrative text; this type of question can be used to collect the data. Furthermore, the respondents are also asked to make a reason if they choose "yes" or "no", where it means that they faced difficulty in listening comprehension related to what the question asked.

The test and questionnaires aspects were divided into two points: the kinds of students difficulties in listening comprehension on narrative text, and the causes of those difficulties. The questions for kinds of students' difficulties in listening comprehension on narrative text will be arranged by the theory of narrative text. While the causes of listening comprehension difficulties are arangged by the theory from Rebecca L. Oxford, Mary Underwood, Naizhao and Robin. Then, the questionnaires is constructed by using Indonesian in order to the respondens can be easy to understand and answer the questions.

Moreover, the validity of questionnaires is analyze by using content validity. Gay states that content validity is the degree that the test measures and intendeed content area[14]. It means that if the questionnaires has the specific purposes which is equivalent with the intendeed content area, it can be concluded that the questionnaires has content validity. In addition, questionnaires can be said as valid questionnaires if it measures the intendeed content, it is needed to be consulted with the experts. Furthermore, Gay adds that a judgment of conten validity is determined by experts[15]. So. In order to judge the validity of the questionnaires, the researcher will consulte the questionnaires with some experts such as lecturers and advisors.

[14] L.R Gay, *Educational Research: Competencies for Analysis and Application*,(Singapore: Merril, 1990), p129. 3rd ed
[15] L.R Gay, . . . , p130

E. Technique of the Data Analysis

Analysis of data is a process to analyse and interpret the data to find the various information that suitable with its function so that the data has the clearly meaning and related with the purpose of the research[16]. Analysis of the data is a part of this research to find the result of this research. After collecting the data from the test, the researcher analyzed the data based on the following procedure:

1. The researcher check the students' answer.
2. The researcher identified the kinds of students' difficulties in listening narrative text entitled "The Greatest Treasure" based on students test result.
3. The researcher the will account the data and describe it in the table
4. Finding out the percentage of each item, the formula as stated by sudijono[17]:

$$p = \frac{f}{n} X\ 100\%$$

p = the percentage of the result

f = the frequency of students' correct answer

n = the total sample

After that, make conclusion about the result about the kinds of students' difficulties in listening narrative entitled "The Greatest Treasure". Then, analyse and describe the percentage of the students.

[16] Wina Sanjaya, *Penelitian Tindakan Kelas, 2nd ed,* (Jakarta: Kencana Prenada Media Grup, 2010), p106

[17] Anas sudijono, *Pengantar Staitistik Pendidikan,* (jakarta: PT Raja Grafindo Persada, 2008), p43

To identified the causes of students' difficulties in listening narrative text entitled "The Greatest Treasure", Researcher analyzed the data based on the students' answer in the questionnaire. Every list of statement item is arranged based on the indicator causes of students' difficuties in listening comprehension on narrative text entitled "The Greatest Treasure". In determining the percentage of the variable, the questionnaires is developed with rating scale as follow:

Rating Scale of Guttman Scale

Rating Scale	Score
Yes	1
No	0

Source: Sugiyono

After the data is collected by using questionnaires Arikunto suggests steps in analysing the data, as follows:

1. Editing, the researcher will check the respondent's answer in order to know about the data.
2. Coding, the respondents' answer will be coded by the researcher based on their answer.

Code of the Respondent's Answer

CATEGORIES	
YES (Y)	NO (N)

3. Tabulating, the reseracher will account the data and describe it in the table[18].

The result from questionnaires is counted in order to know how many frequencies that have been answered by the students in two option (*yes* and *no*). For example as follows:

1. Apakah anda kesulitan ketika guru meminta untuk menceritakan kembali teks yang sudah didengar?

   Ya, karena.....

   No, karena.....

4. Finding out the percentage of each item, the formula as stated by sudijono[19]:

$$p = \frac{f}{n} X\ 100\%$$

p = the percentage of the result

f = the frequency of each item

n = the total sample

After that, make conclusion about the result about the causes that made students had difficulties in listening narrative text entitled "The Greatest Treasure" from questionnaires. Then, analyse and describe the percentage of the students.

[18] Suharsimi Arikunto, . . . , p326

[19] Anas sudijono, *Pengantar Staitistik Pendidikan,* (jakarta: PT Raja Grafindo Persada, 2008), p43

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

In this chapter, the researcher described the analysis of the data which is aimed at answering the formulation of the problem, that were about the kinds and the causes of students' difficulties in listening comprehension on narrative text at the second grade students of SMAN 1 BASO. The data which is explained in this research is based on the students' test result and their opinion after answering the questionnaires to 40 students. The research findings can be seen in the following table.

Table 1: The Recapitulation of Students' Test

NO	Students	Number of Questions										Point
		1	2	3	4	5	6	7	8	9	10	
1	A	✓	✓	✓			✓		✓	✓	✓	**70**
2	B	✓		✓	✓	✓	✓				✓	60
3	C		✓	✓			✓		✓		✓	50
4	D				✓		✓				✓	30
5	E	✓	✓	✓		✓	✓			✓	✓	**70**
6	F		✓	✓		✓			✓			40
7	G	✓					✓				✓	30
8	H				✓				✓		✓	30
9	I	✓	✓	✓		✓	✓	✓		✓	✓	**80**
10	J		✓	✓		✓						30
11	K			✓					✓	✓	✓	40
12	L	✓	✓	✓	✓		✓		✓		✓	**70**
13	M	✓					✓				✓	30
14	N		✓	✓					✓		✓	40
15	O	✓	✓	✓		✓	✓		✓		✓	**70**
16	P			✓			✓				✓	30
17	Q	✓	✓			✓	✓			✓	✓	**70**
18	R	✓					✓				✓	30
19	S	✓		✓		✓				✓	✓	50
20	T		✓						✓		✓	30

21	U	✓	✓		✓				✓			40
22	V		✓				✓				✓	30
23	W	✓		✓		✓	✓		✓		✓	60
24	X			✓		✓					✓	30
25	Y	✓	✓	✓		✓	✓		✓		✓	**70**
26	Z	✓					✓					20
27	AB	✓	✓	✓		✓	✓		✓		✓	**70**
28	AC			✓					✓		✓	30
29	AD	✓	✓	✓		✓			✓	✓	✓	**70**
30	AE				✓		✓			✓		30
31	AF	✓		✓					✓		✓	40
32	AG	✓	✓		✓	✓	✓	✓	✓		✓	**80**
33	AH			✓					✓			20
34	AI	✓	✓			✓	✓			✓	✓	**70**
35	AJ	✓		✓							✓	40
36	AK	✓	✓	✓	✓	✓	✓		✓	✓	✓	**90**
37	AL		✓								✓	20
38	AM	✓		✓	✓	✓			✓		✓	60
39	AN						✓			✓	✓	30
40	AO		✓		✓		✓		✓	✓	✓	60
Total		23	21	24	10	17	24	2	21	12	34	

In order to make the data clearer, the researcher explains each item based on the data above.

1. $p = \frac{23}{40} x100\% = 57.5\%$
2. $p = \frac{21}{40} x100\% = 52.5\%$

The percentages above describe about the kind of students' difficulties in comprehending orientation of narrative text. There were 23 (57.5%) from 40 students who could answer the question "What did Peter find?" correctly. It means that 17 (42.5%) from 40 students who could not answer the question. The question number one is about what thing that main participant (Peter) found in the text entittled "The Greatest Treasure". Meanwhile, there were 21 (52.5%) from 40

students who could answer question number two corectly. It means that there were 19 (47.5%) from 40 student who could not anwer for question ”Where did Peter meet Lion?” . The question is about where the main participant (Peter) meet the Lion in the text entitled “The Greatest Treasure”.

3. $p = \frac{24}{40} x100\% = 60\%$
4. $p = \frac{10}{40} x100\% = 25\%$

The data shows that 24 (60%) from 40 students correctly answered question “Did Eagle join Peter and Lion?”. It means that there were 16 (40%) from 40 student got the problem to answer the question number three. Question number three is about the complication of narrative text. Whereas, there were 10 (25%) from 40 students that can answer question “What problem did the Peter and Friends face in ocean?’. It means that there were 30 (75%) from 40 student could not answer question number four. More than a half of students got the problem for this question. The question number four is about the last part of complication in narrative text entitled “The Greatest Treasure”.

5. $p = \frac{17}{40} x100\% = 42.5\%$

The data describes about the percentage of the student’s difficulties in understanding resolution of narrative text. There were 17 (42.5%) from 40 students could answer question “What is the treasure meant by Owl?”. It means that there 23 (57.5%) from 40 students could not answer this question. The

question number five is about what the greatest treasure is. The answer for this question is friendship.

6. $p = \frac{24}{40} x100\% = 60\%$

The data above describes about the percentage of the student's difficulties in finding specific information. The question number six is about the meaning of word. The researcher chose "tresure map" in the narrative text entitled "The Greatest Treasure". There were 24 (60%) from 40 students could answer this question correctly. It means that there were 16 (40%) from 40 students did not know what the meaning of "treasure map".

7. $p = \frac{2}{40} x100\% = 5\%$

The data shows that only 2 (5 %) from 40 students correctlty answered for question "What is the meaning of **you would never have done it without one another**?'. It means that almost all of students had problem to answer this question. There were 38 (95%) for 40 students. The question number seven is still about finding specific information. But, for this question is different with question number six. The researcher chose one sentence in narrative text entitled "The Greatest Treasure".

8. $p = \frac{21}{40} x100\% = 52.5\%$

The data above describes about the percentage of the student's difficulties in finding specific information of narrative text entitled "The Greatest Treasure". The question number eight is "Where did the story happen?". There were 21 (52.5%) from 40 students knew the answer. It means that almost a half of students did not know the answer. There were 19 (47.5%) from 40 students.

9. $p = \frac{12}{40} x100\% = 30\%$

The data describes about the percentage of the student's difficulties in finding specific information. The question number nine is "When did the story happen. There were 12 (30%) from 40 students who could answer question number nine. It means that there were 23 (57.5%) from 40 students could not answer this question. The answer for this question is after Peter found the teasure map.

10. $p = \frac{34}{40} x100\% = 85\%$

The last question in the test is about finding the purpose of narrative text. Almost all of students could answer this Question. There were 34 (85%) from 40 students correctly answer what the purpose or function of narrative text is. It means that only 6 (15%) from 40 students did not know the answer of this question. The purpose of the narrative text is to entertain or amuse the reader or listener.

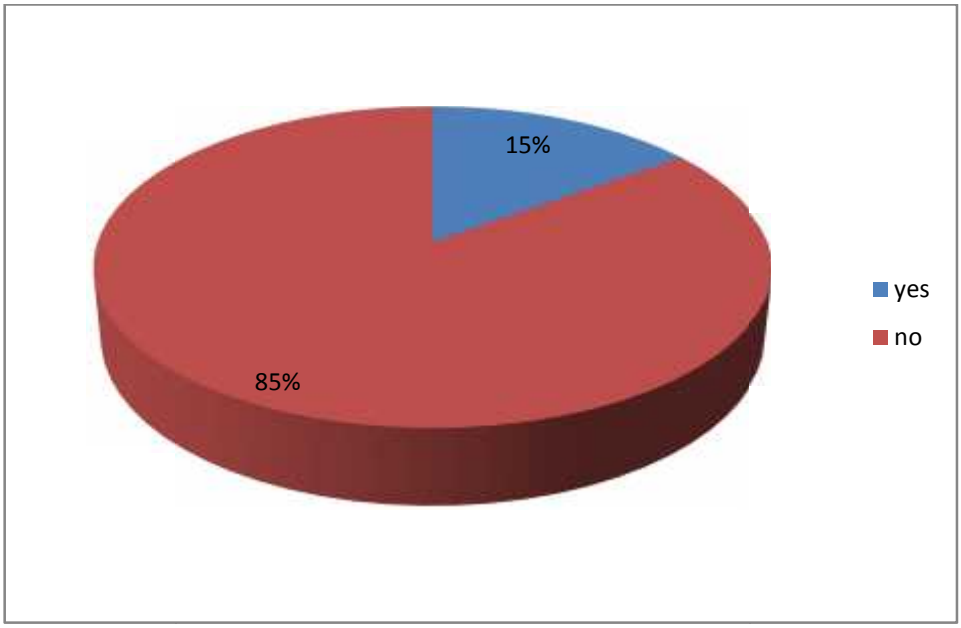
Table 2: The Result of Questionnaires

No	The Statement	The Number of the Students	Percentage
1.	The students tried to relate something to guess what the speaker said when listening narrative text entitled The Greatest Treasure	6 Students	15%
2.	The students make semantic mapping to help them to catch what the speaker said when listening narrative text entitled The Greatest Treasure	0 Students	0%
3.	The students make some keyword to remember when listening narrative text entitled The Greatest Treasure	20 Students	50%
4.	The students tried to relate new sound word with their knowledge before when listening narrative text entitled The Greatest Treasure	14 Students	35%

5.	The students' interesting when listening narrative text entitled The Greatest Treasure	30 Students	75%
6.	The students difficult to concentrate when listening narrative text entitled The Greatest Treasure	28 Students	70%
7.	The students were trouble when listening narrative text entitled The Greatest Treasure because of noisy.	30 Students	75 %
8.	The students' seriousness when listening narrative text entitled The Greatest Treasure	24 Students	60%
9.	The students have difficulties in listening narrative text entitled The Greatest Treasure because of limited vocabulary.	35 Students	90%
10.	The students have difficulties in listening narrative text entitled The Greatest Treasure because of lack of grammar knowledge.	20 Students	50%

In order to make the data clearer, the researcher explains each item based on the indicator and the order in the questionnaire.

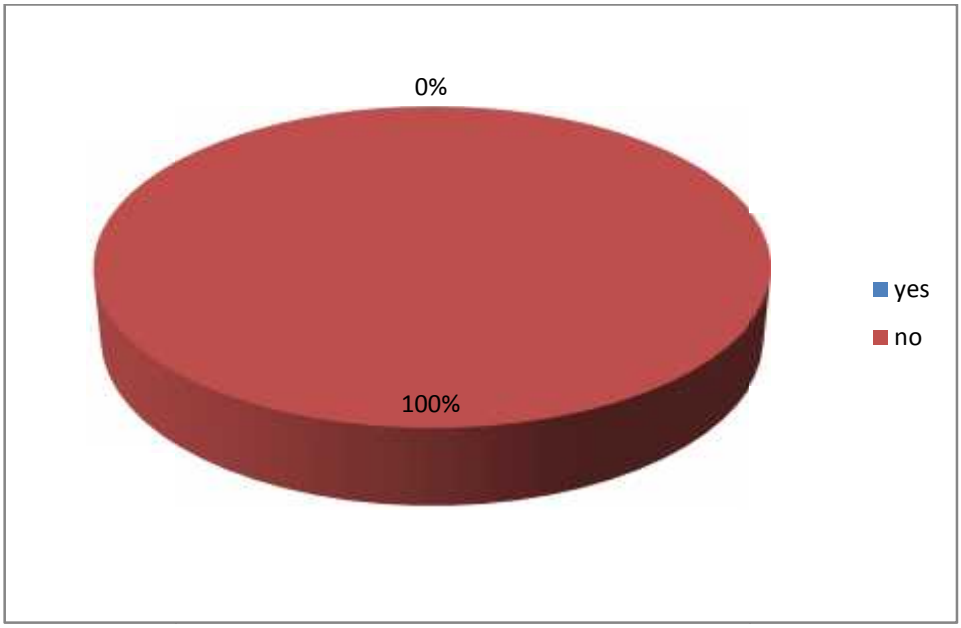
1. Using imagery



$$1.\ p = \frac{6}{40} x100\% = 15\%$$

The figure describes about the strategy that used the students when listening narrative text entitled “The Greatest Treasure”. Only 6 (15%) from 40 students that applied using imagery strategy. It means that there were 34 (85%) from 40 students did not use using imagery strategy. Some students answered that they did not know the text well because it was the first time for them listen narrative text entitled “The Greatest Treasure”. It made them difficult to apply this strategy.

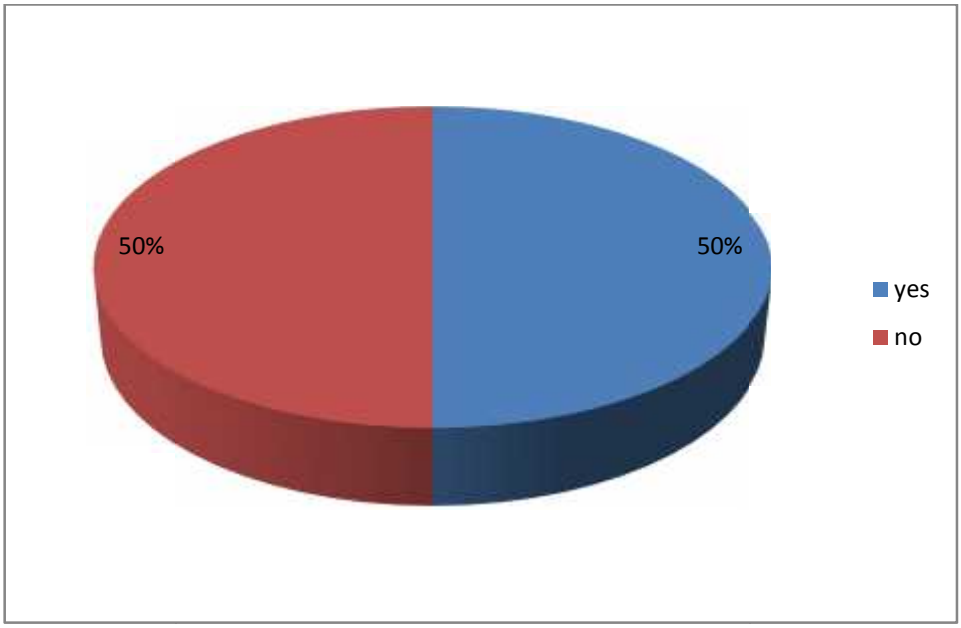
2. Semantic mapping



$$2.\ p = \frac{0}{40} x100\% = 0\%$$

The figure describes about the strategy that used the students when listening narrative text entitled “The Greatest Treasure”. There was no student from 40 students that applied semantic mapping strategy. It means that all of students did not use semantic mapping strategy. Almost all of students answered that they did not know how to make semantic mapping and they never studied how to make semantic mapping before. It made them did not know how to apply this strategy.

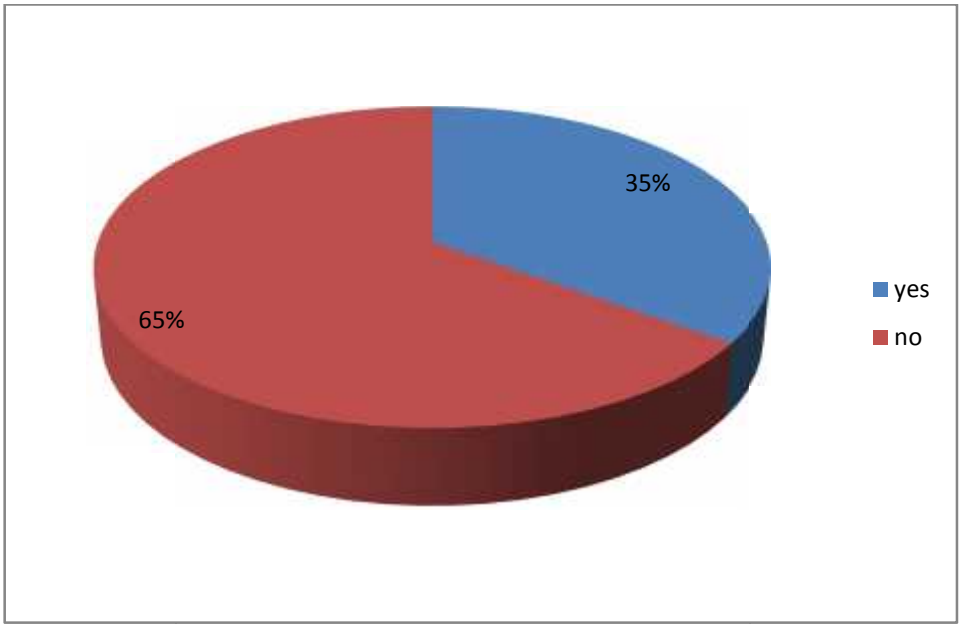
3. Using keyword



$$3.\ p = \frac{20}{40} x100\% = 50\%$$

The figure describes about the strategy that used the students when listening narrative text entitled “The Greatest Treasure”. There were 20 (50%) from 40 students that applied using keyword strategy. It means that a half from 40 students did not use using keyword strategy. Some students answered that made some keyword could help them comprehend the text easier and it can help them answer the question easier. In addition, this strategy has familiarized by some students.

4. Representing sounds in memory

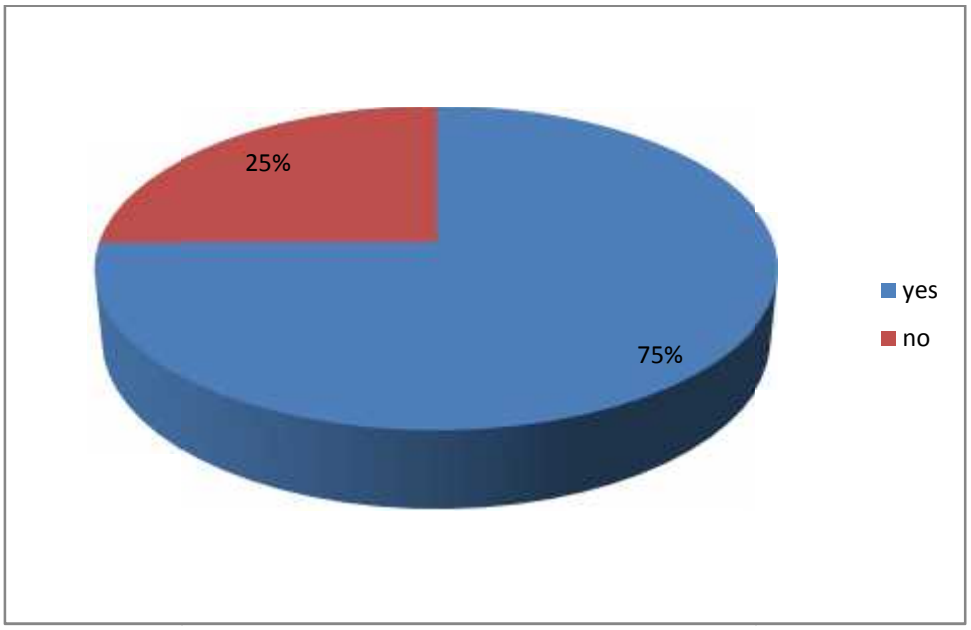


4. $p = \frac{14}{40} x100\% = 20\%$

The figure describes about the strategy that used the students when listening narrative text entitled “The Greatest Treasure”. Only 14 (35%) from 40 students that applied representing sounds in memory strategy. It means more than a half from 40 students did not use representing sounds in memory strategy. This strategy is about assosiated between new material and already known material. For this questionaire, researcher asked about sound of difficult word. Some students answered they tried this stratgey because there were some words in narrative text entitled “The

Greatest Treasure" that they listened before. Meanwhile, some students did not applied this strategy because they did not understand.

5. Students' interest

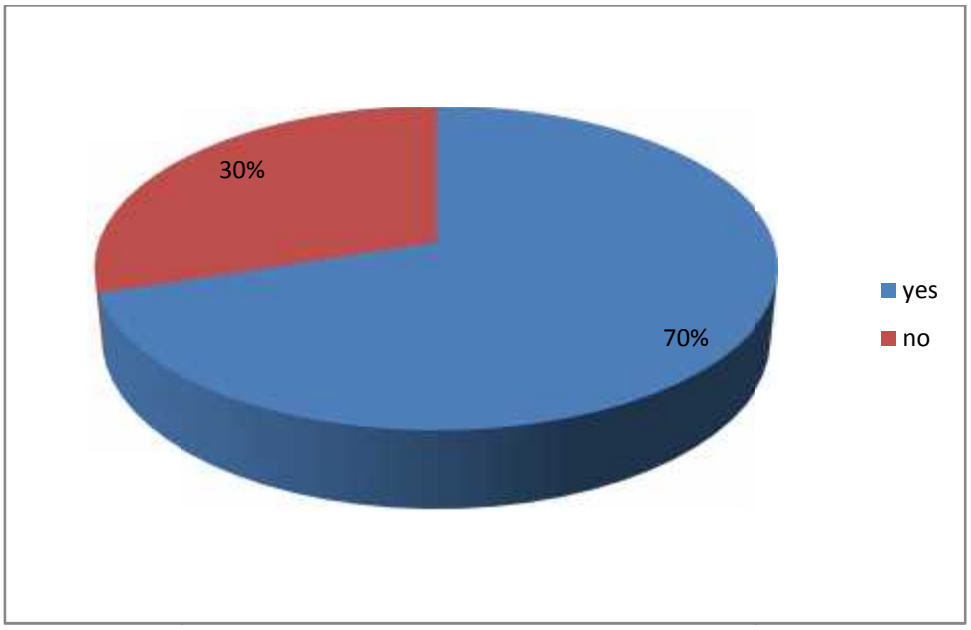


$$5.\ p = \frac{30}{40} x100\% = 65\%$$

The figure describes about the students' interest when listening narrative text entitled "The Greatest Treasure". There were 30 (75%) from 40 students that interest when listening narrative text entitled "The Greatest Treasure". It means that only 10 (25%) from 40 students did not interest with this text. Some students answered that story were interesting and enjoyable. On the other hand, some students did not interest with this

text because they did not comprehend the text well because it was the first time for them listen narrative text entitled “The Greatest Treasure”.

6. Students’ attention

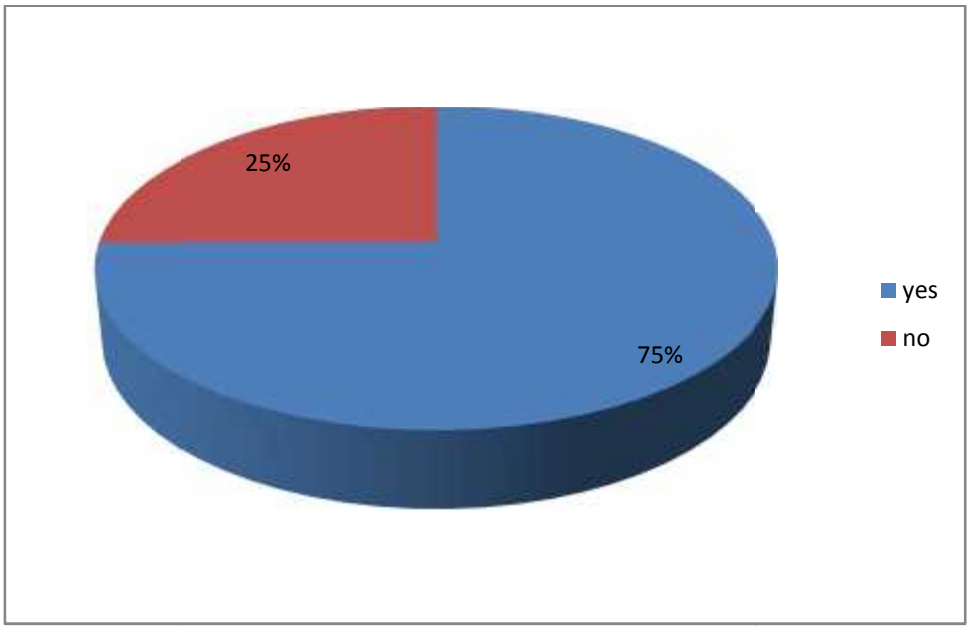


6. $p = \frac{28}{40} x100\% = 70\%$

The figure describes about the students’ attention when listening narrative text entitled “The Greatest Treasure”. There were 28 (70%) from 40 students that difficult to concentrate when listening narrative text entitled “The Greatest Treasure”. It means that only 12 (30%) from 40 students could concentrate when listening. Some students answered that they difficult to ceoncentrate because of some troubles . On the other hand,

some students could concentrate when listening narrative text entitled "The Greatest Treasure".

7. Students' learning emotion

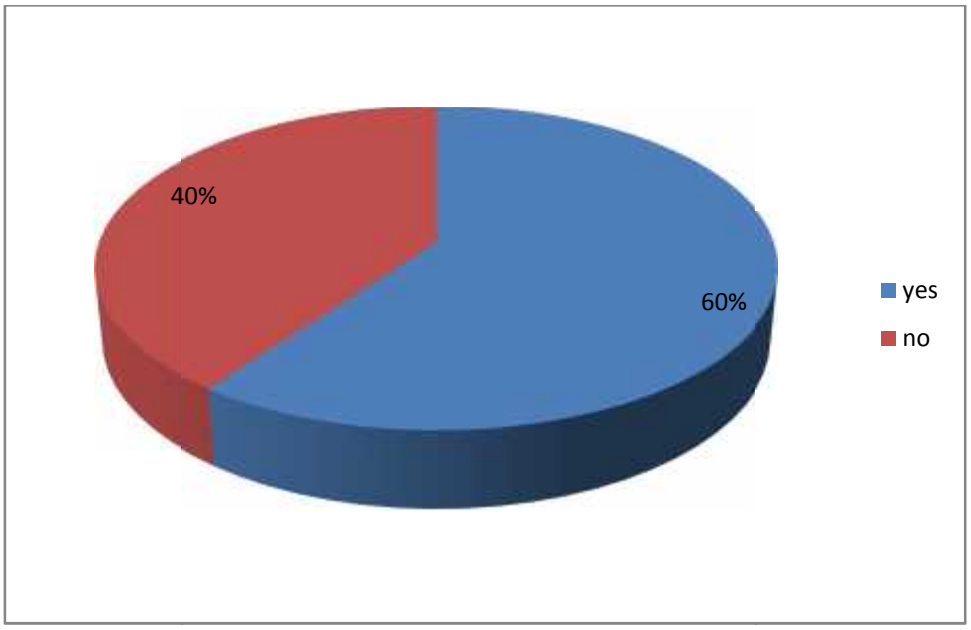


$$7.\ p = \frac{30}{40} x100\% = 75\%$$

The figure describes about the students' learning emotion when listening narrative text entitled "The Greatest Treasure". There were 30 (75%) from 40 students that difficult when listening narrative text entitled "The Greatest Treasure" because of noisy place. They could not control their emotion and lost their focuss. It means that only 10 (25%) from 40 students could focuss on material and ignore the noisy around the room. Some students answered that noisy place made them difficult to

concentrate and lost their focuss on the material. On the other hand, some students could focuss on the material because they just focussed to listening

8. Students' learning attitude

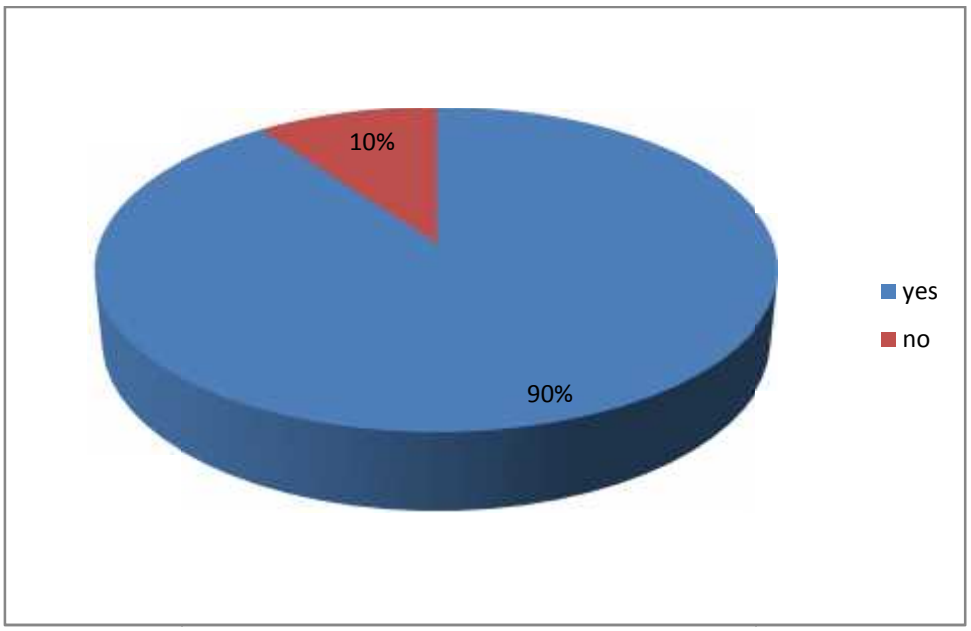


$$8.\ p = \frac{24}{40} x100\% = 60\%$$

The figure describes about the students' learning attitude when listening narrative text entitled "The Greatest Treasure". In questionnaire researcher asked about students' seriousness. There were 24 (60%) from 40 students seriously listening narrative text entitled "The Greatest Treasure". It means that there were 16 (40%) from 40 students were not serious when listening the text. Some students answered that story were

interesting and made them want to comprehend and understand the text. On the other hand, some students were not serious when listening because they did not comprehend the text well and found some difficult words.

9. Students have a limited vocabulary

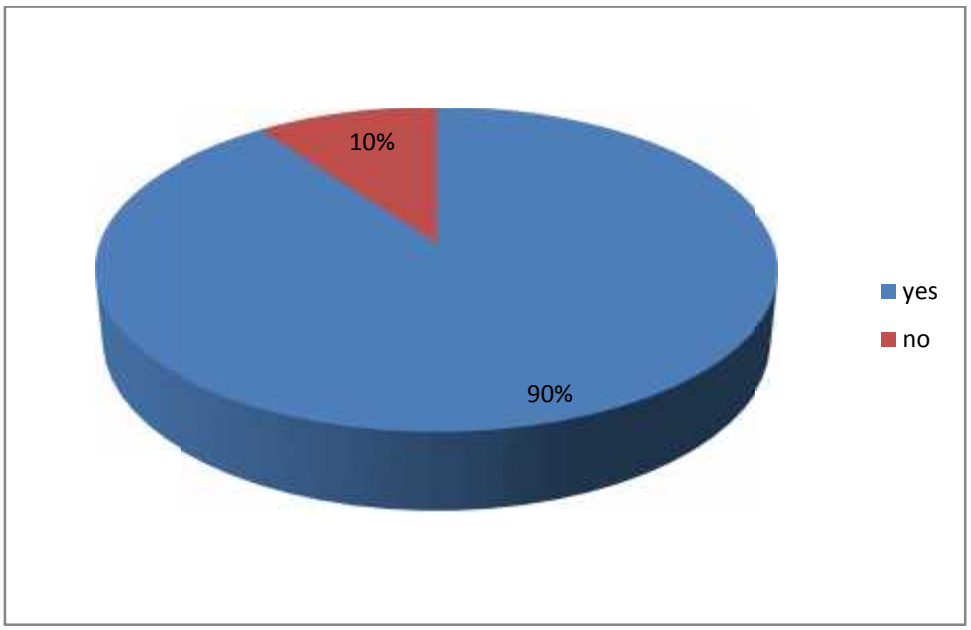


$$9.\ p = \frac{36}{40} x100\% = 90\%$$

This figure shows about the percentage of students who had the difficulties in listening comprehension on narrative text because of limited of vocabulary. There were 36 (90%) from 40 students who answered that they had limited of vocabulary in listening comprehension on narrative text. The students did not comprehend about the topic and the context of

the text. Then, they were confused in understanding the topic. They were also difficult to comprehend the text because there were new words. The text was also difficult to be understood by some students. Therefore, they had limited vocabulary.

10. Students have a limited vocabulary



$$10.\ p = \frac{20}{40} x100\% = 50\%$$

The figure shows that 20 students (20 %) from 40 students said that they had limited grammatical knowledge of listening comprehension. There were some students' arguments in these items. First, students said

that they got difficulties in understanding the meaning of the sentence because they did not have much knowledge about the grammar. Therefore, they could not comprehend the listening materials. Second, students said that by having limited grammatical knowledge, it made them feel confuse about the material.

B. Discussions

Based on the finding of the research, the researcher explain the data which was divided into two main points that were the forms or the kinds of students' difficulties in listening comprehension on narrative text, and the factors that caused the students' difficulties.

1. The Kinds of Students' Difficulties in Listening Comprehension on Narrative Text

In this section, the kinds of students' difficulties in listening comprehension on narrative text were divided into two general items. The first was the students' difficulties in listening comprehension on narrative text that were related to finding gist/general information of the narrative text. The second was the students' difficulties in listening comprehension on narrative text that were related to finding specific information of narrative text.

According to the finding, the description of the data about the students' difficulties in listening comprehension on narrativet text at the second grade students of SMAN 1 BASO is presented as follow:

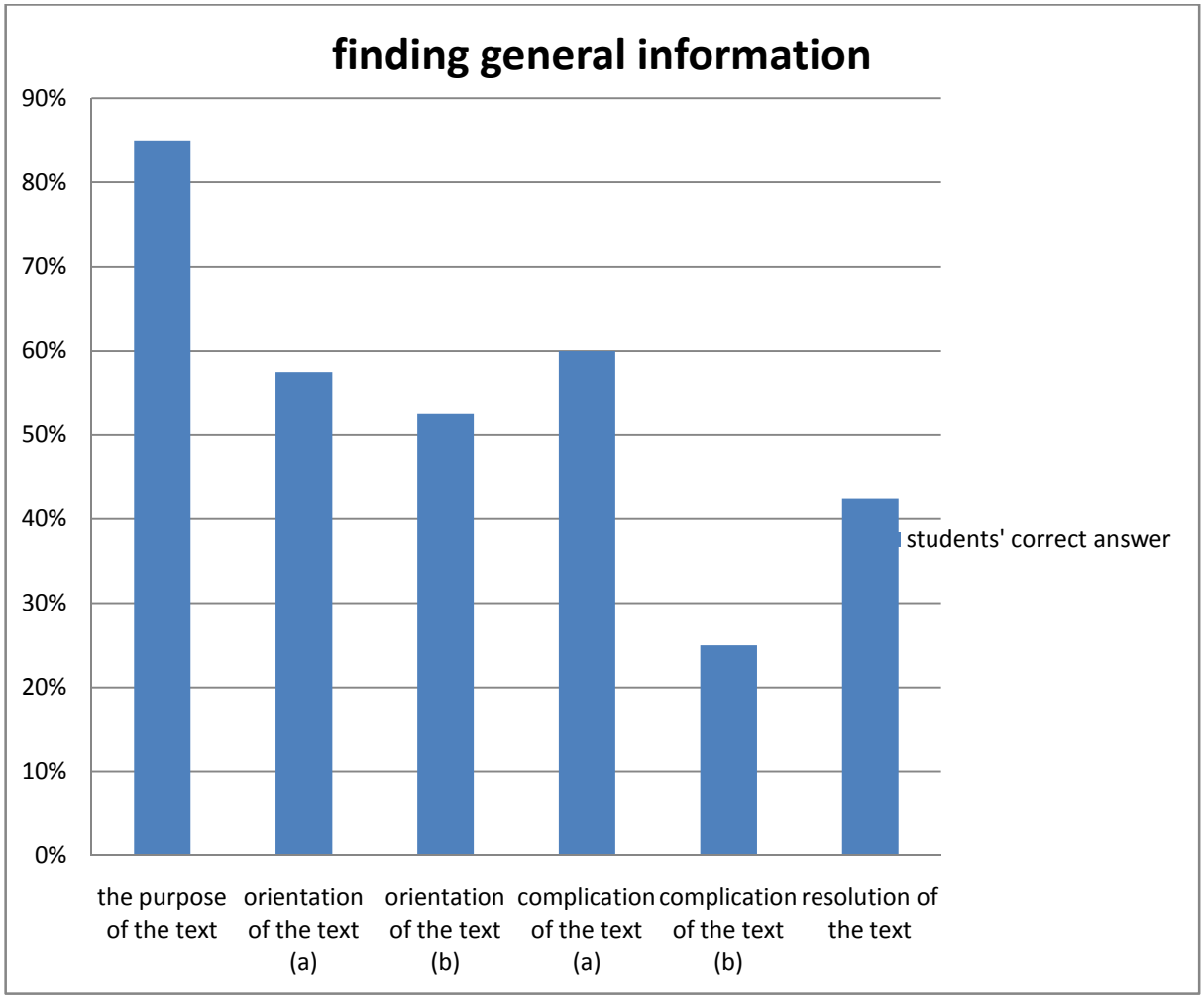


Figure 11: The Percentage of the Students' Answer in Finding General Information

The first main form of students' difficulties in listening comprehension on narrative text was related to finding purpose of the narrative text. Some students had difficulties in knowing purpose of the text. The purpose of the narrative text is to entertain/amuse the reader or listener. In this case there were only 6 (15%) students from 40 students did not know the purpose of the narrative text.

The second main form was students' difficulties in comprehending orientation of the narrative text. The researcher analyzed that the orientation is important to be comprehended; when the students did not comprehend the orientation of the text, they had trouble to continue their comprehension on the text. It is because orientation is an introduction to the story which is basic information of the text. Furthermore, the students' difficulties in comprehending orientation were mostly because of limited vocabulary. It could happened because the text that was gotten by the students were variation. So, it influenced to the knowledge of the students of vocabulary. However, in this case, the were 23 students (57.5%) that coud answer the question number one related to orientation of the narrative text. Meanwhile, the were 21 students (52.5%) that could answer the question number two still realated to orientation of the narrative text. difficult in comprehending the orientation of the narrative text. It was the big percentages in students' diffculties in listening comprehension on narrative text.

The third main form of students' difficulties in listening comprehension on narrative text was related to the comprehension on complication of the narrative text. In this item, some students got difficulties in listening comprehension on the complication of the narrative text. It means that comprehension on the complication of the narrative text became one of the serious problems that was faced by the second grade students of SMAN 1 BASO. The researcher analyzed that

complication must be comprehended by the students because it is the main point about what happened in the story in what sequence. If the students did not comprehend the complication well, they would be difficult to listen the story as well. When it happened, the students would have difficulties to listen to the next part of the text. Thus, the text would not be listened well if the students did not comprehend the complication clearly. The students' difficulties in comprehending the description were caused by some factors. According to the students' answers, it happened because of students have lack of vocabulary. Most of the students' experience were not same with the text that they listened.

The last main form of students' difficulties in listening comprehension on descriptive text was related to the comprehension on resolution of narrative text. The resolution is the last part of the narrative text. The researcher assumed that the students have to comprehend the resolution of narrative text because in this part where the story finish. Some students got difficulties in comprehension resolution of narrative text because of they did know the text from the story begin until finish. However, the percentages of these items were quite high, which were more than half students could not answer the question related to resolution of the narrative text.

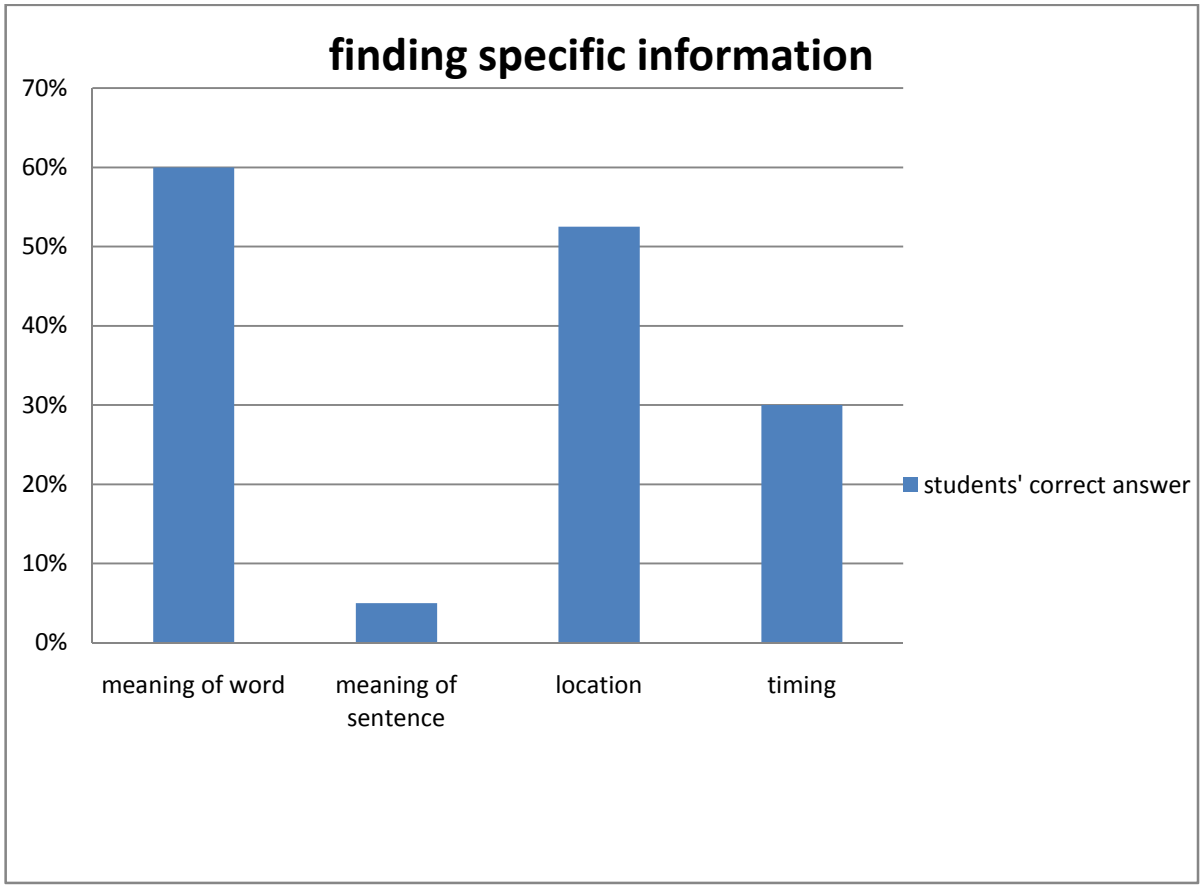


Figure 12: The Percentage of the Students' Answer in Finding Specific Information of Narrative Text

The first main form of students' difficulties in finding specific information was meaning of word. Some students had difficulties in answer the question related to finding meaning of word. In this question researcher chose word "treasure map". In this case there were 24 (60%) students from 40 students could answer for the question "What is the meaning of **treasure map** in the text?". It means there were 16 (40%) students did not know the meaning of "treasure map". It was a quite big percentage.

The second main form of students' difficulties in finding specific information was meaning of sentence. The researcher chose one sentece in narrative text entitled "The Greatest Treasure". The sentence was "you would never have done it without one another". Only 2 (5%) from 40% students could answer this question correctly. Meanwhile there were 38 (95%) students could answer this question. So, it was a big high percentage in finding specific information especially finding meaning of sentence.

The next main form of students' difficulties in listening comprehension on narrative text was related to finding the location and timing of the narrative text entitled "The Greatest Treasure". In these items, some students got difficulties to answer the question "Where did the story happen?". There were 21 (52.5%) students could anwer the question about finding location of the text and there were only 12 (30%) students could answer the question about finding when the story happened. It means that, there were some students could answer for these questions.

2. **The Causes of Students' Difficulties in Listening Comprehension on Narrative Text**

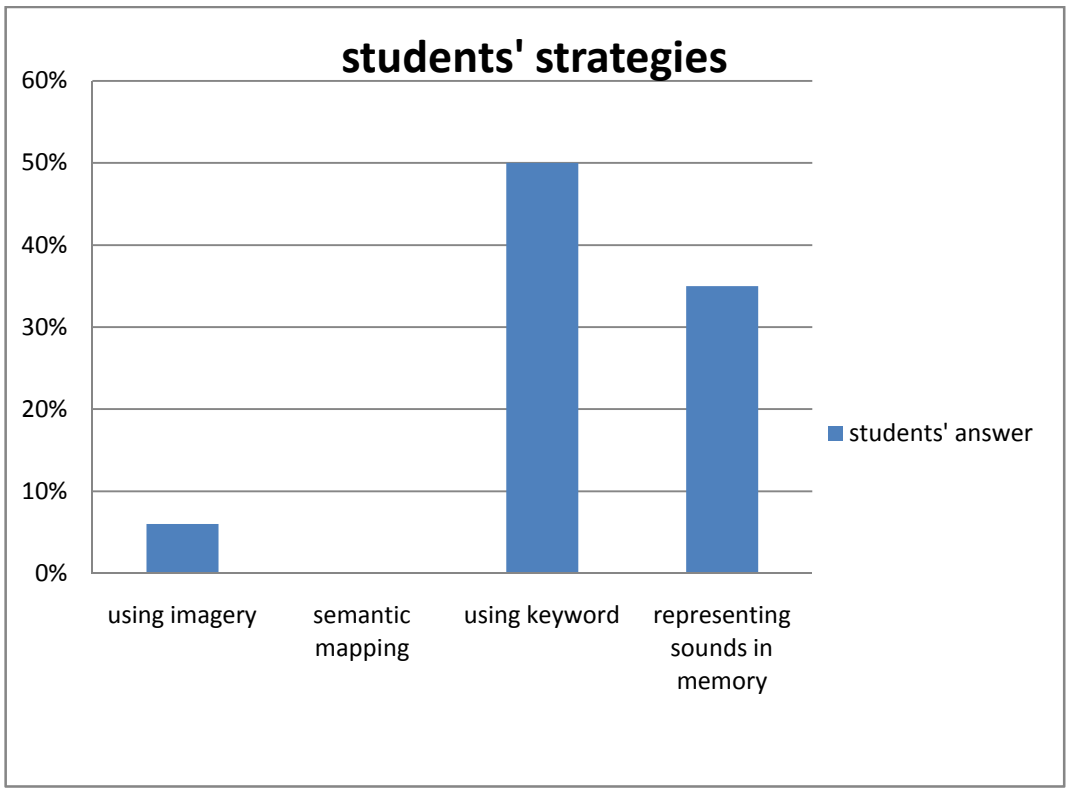


Figure 13: The Percentage of the Causes of Students' Difficulties Because Lack of Strategy

The percentage above describes about the percentage of the students' strategies when listening narrative text entitled "The Greatest Treasure". The items are based on Rebecca L. Oxford theory. These theories are suitable for listening comprehension. The first was using imagery. There were only 6 (15%) students that used this strategy. It

means almost all of students did not apply this strategy. Some students answered they could not use this strategy because the materias was new for them and made them difficult to using this strategy. The second was semantic mapping. All of students did not apply this strategy. Their reason was they could not make the semantic mapping and they never taught by the teacher before. The third was using keywords. A half of students used this strategy. They answered that it can make them comprehend the text easier. The last was representing sounds in memory. There were 14 (35%) students used this strategy. They tried to assosiate the new material with the already known material.

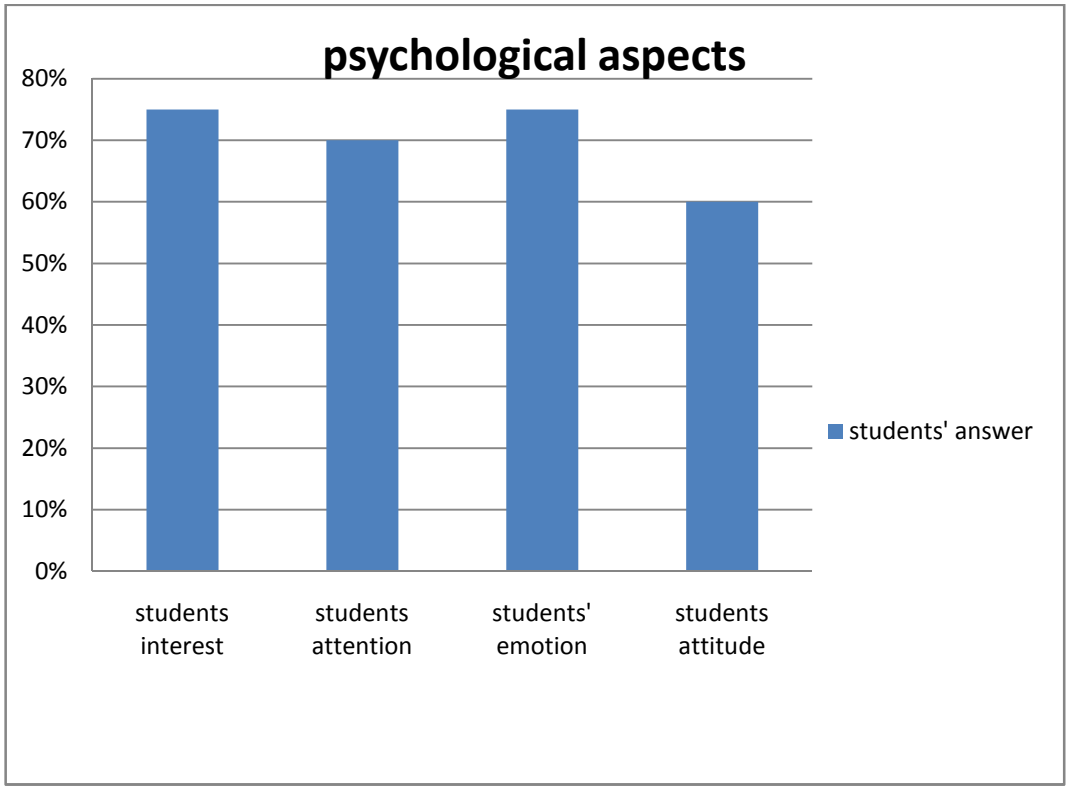


Figure 13: The Percentage of the Causes of Students' Difficulties because of psychological factors

The percentage above describes about the percentage of the students' psychological factors when listening narrative text entitled "The Greatest Treasure". The items are based on Robin and Naizhao theories. The first was students interest when listening narrative text entitled "The Greatest Treasure". There were 30 (75%) students that interested to listen the text. It means more than a half of students interested to listen the text. Some students answered they wanted to comprehend the text well. The second was students attention. There were 28 (70%) students difficult to concentrate when listening the text. Some students answered the situation around made them difficult to

concentrate. The third was students emotions. More than a half of students felt trouble when the situation arround the room was noisy. They answered that it can make them difficult to comprehend the text well. The last was students attitude. There were 24 (60%) students listened the text so seriously. Their reason was they wanted to comprehend the text because the material was interesting.

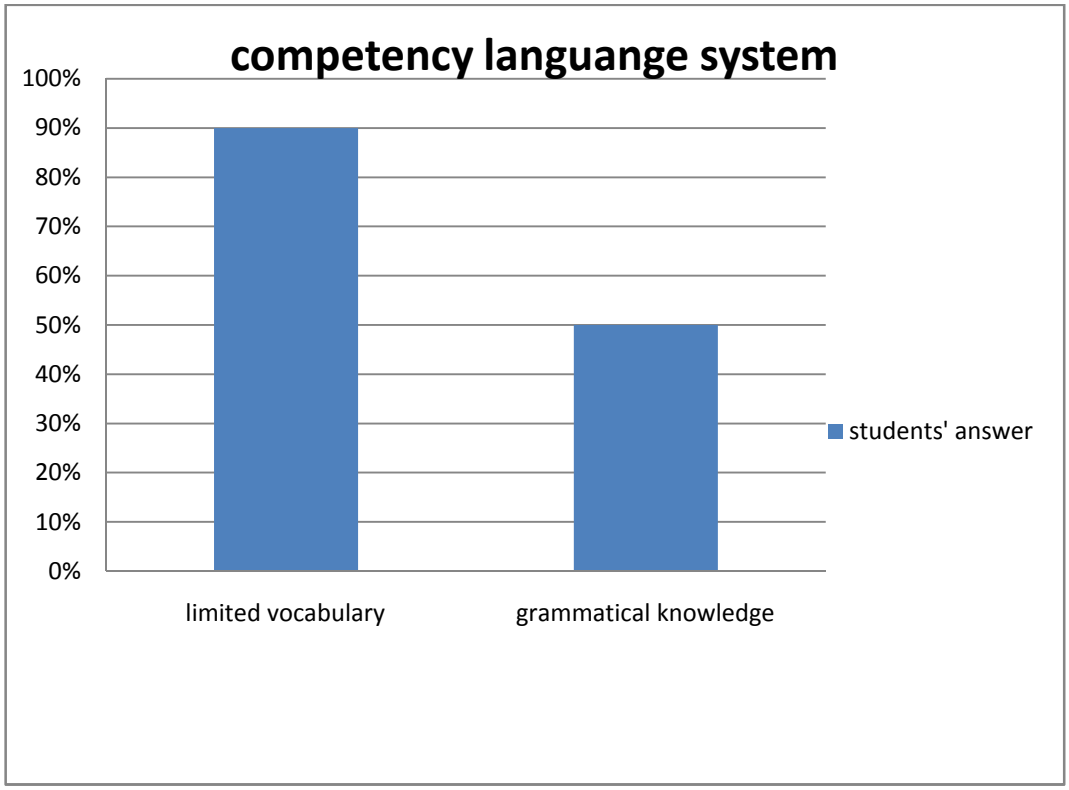


Figure 13: The Percentage of the Causes of Students' Difficulties Because of Competency Languange System

The percentages above describe about the students' difficulties in listening narrative text entitled The Greatest Treasure because of students' competency languange system. The first factor that caused the students' listening comprehension difficulties on narrative text was limited vocabulary. However, their limited vocabulary can be helped by the appropriate listening techniques. In fact, in this case there were 35 (90%) students got difficulties in listening comprehension because of this factor. The students did not comprehend about the topic and the context of the text. Then, they were confused in understanding the topic. They were also difficult to comprehend the text because there were some new

words. The second factor was grammatical knowledge. There were a half of students got difficulty because of this factor. It means that grammatical knowledge had big contribution on students' difficulties in listening comprehension.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the finding of the research about the students' difficulties in listening comprehension on narrative text, it can be concluded that there were many students who had difficulties in listening comprehension on narrative text. It can be seen from the collecting of the data from the test result and questionnaire to the second grade students of SMAN 1 BASO. The forms and the causes that made the students get difficulties in listening comprehension on narrative text could be concluded as follow.

1. The first forms of students' difficulties in listening comprehension on narrative text was in finding gist/general information of the narrative text entitled "The Greatest Treasure". Related to purpose of the text and generic structures. Students were difficult in finding purpose of the narrative text. The purpose of narrative text is to entertain or amuse the reader or listener. Meanwhile, students were difficult in comprehending orientation, complication and resolution. The second form was in finding specific information. Related to finding the meaning of word, finding the meaning of sentence, finding the location and finding the time
2. The difficulties about were caused by some factors. The first is students' strategis (using imagery, semantic mapping, using keyword, and representing sounds in memory). The second is students' psychological factors (students' interest, students' attention, students emotion, and

students' attitude). The last is students' competency languange system (students have limited vocabulary and grammatical knowledge).

B. Suggestions

Concerning the above conclusion, the following suggestion might be useful dealing with teaching and learning process in teaching English especially in teaching listening skill, the researcher suggests as follow:

1. The English teachers should teach grammatical knowledge and vocabulary to the students in detail, make teaching and learning more interesting for the students, because without having on interest, there is no attention and without attention there is no learning.
2. The teachers should motivate the students that listening comprehension is very important in order to be able to speak and understand about English spoken language well.

The students are supposed to study about the vocabulary and grammar seriously especially about how to comprehend the sentences in some grammar structures. Furthermore, the students also need to practice their listening activity at home.

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