CHAPTER I
INTRODUCTION

A. Background

Listening is a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or just to get information. Valder said that "listening is an active process of perceiving and constructing a message from a stream of sound"[1]. In this case the audience must be active to hearing, so that the message from the sound can be accepted.

As Nguyen Ngoan stated in his article "*listening to VOA: advantages, problems and solutions*" the students have to face these three problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents[2].

In daily lives or academic purpose, many people speak more and request to other people to listen more in Bahasa, this is like in English, and listening is one of important skill in English skill beside reading, speaking, and writing that have to mastered by the students.Because,without understanding input appropriately, learning

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[1] Valder .E Pierce, "Teaching Strategies for Developing Oral Language Skills".*EnglishTeaching Forum*. (Vol: xxvi, 1998), p13.

[2] https://lhu.edu.vn/139/662/*DIFFICULTIES-AND-TRATEGIES-IN-LISTENING-COMPREHENION-TRINH*-03AV4.html

simply will be feel heavy. In addition, without listening skill, no communication can be achieved.

Based on explanation on it, the researchers also fine the problems in listening learning in Fifth SemesterStudents in English Departement of IAIN Palopo such as: In students Class B, the researcher know that the problem faced by new students, such as they do not know what they are listen and do not understand the message from the speaker. In fact, they say that they poorly vocabulary. In another problem faced by student are the difficult to distinguish certain sounds in words. Lack of focus on listening, making them think that the sound they are hearing to fast.So the conclusion from this problem is many students inFifth Semester English Departement of IAIN Palopo have a same problem that is they do not know the meaning about what are the listen, because they lack of vocabulary and pronounciation knowledge.

So, this researcher tries to reduce the problems of the students' listening comprehension.

B. Problem Statement

How is the listening achievement of the Fifth Semester students in English faculty of IAIN Palopo in academic years 2017 ?".

C. Objective of The Research

Based on the problem statement, the objective of the research is To find out the listening achievement of the Fifth Semester Student in English faculty of IAIN Palopo in Academic year 2017.

D. Significant of The Research

The significances of the research theoretically help English lectures to know the listening achievement and the problem of the Fifth Semester Student in English faculty of IAIN Palopo academic year 2017from many different backgrounds. Practically, the lecture can be find way to help student problem in studying listening.

E. Scope of The Research

To avoid misunderstanding, the scope of the research is to find out the listening comprehension achievement and the problem of the Fifth Semester Student in English faculty of IAIN Palopo in Academic year 2017.

F. ***Operational Definition***

1. Listening comprehension is one skill of English learning to listen and know the message from the speaker so that the purpose of listening can be achieved.

2. Achievement is the result of what an individual has learned from some educational experiences.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Listening

1. Listening Skill

Listening is one of the most important skills we can have. How well we listen has a major impact on your job effectiveness, and on the quality of our relationships with others. Because, we listen to obtain information, we listen to understand, we listen for enjoyment, and we listen to learn.[3]

In some definitions of listening ability proposed by some experts as follows:

a. Listening is a complex operation integrating the destined component perception and linguistic knowledge in ways which are at present poorly understood.

b. Listening is listening with understanding it emphasize language skill beyond basic auditory discrimination and oral grammar.

c. Listening comprehension is comprehension process in which we grasp ideas as their important, and connect then other ideas listening is a skill that tends to get neglected all together. One of the reasons for this neglected is the feeling among language teacher that this skill is automatically acquired by the learner as he learns to speak the language.

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[3] Hatifa, "*The Effectiveness of English Video Song in Improving Listening Ability at The Eleven Year Studedents of SMK Negeri 2 Walenrang*" (Thesis English Department STAIN Palopo, 2014), p 8

Those definition of listening comprehension is listening with understanding which try to get information by hearing what the speaker said.[4]Listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse[5]. Furthermore, according to Bulletin, listening is one of the fundamental language skill. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation[6].

Rivers says that listening is a creative skill, it means we comprehend the sound falling on our ears, and take the raw material of words,, and the rise and fall the voice, and from this material e creative a significance[7]. Russel and Russel also say that listening skill is listening with comprehension, attention and appreciation, than, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking and reading[8].

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4 Nurpita, *" The Ability of the Fourth Semester's of English Department of STAIN Palopo in Listening Comprehansion",* (Thesis English Department STAIN Palopo, 2006), p8-9

5 Oxfort, R. L *"Research Update On Teaching L2 Listening. Sistem",* (Publish by Elsevier Ltd: 1993), p 21

6 Saricoban Arif, *"The Teaching of Listening"* (The Internet TESL Journal: http://itslj.org/Articles/Saricoban-Listening.html)*, accessed on July 08 2017*

7 Hasyuni *" The Student S' Preferred Activities For English Listening Class Survey Conducted To The Second And Fourth Semester Student Of English Department Of Fkip Universitas Bengkulu".* (Unpublish Thesis of Teacher Training and Education Faculty of Universitas Bengkulu 2006),. *p 8*

8 *Ibid*

Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially and automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. Listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine[9].

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

2.   Listening Comprehension

The term "listening comprehension" has been defined by different authors. According to Brown and Yule, listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it. Dirven and Oakeshott-Taylor defined listening comprehension as the product of teaching methodology and is matched by terms such as speech

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9 Mee, Mac Yin, "*Teaching Listening: An Overview*". (The English Teacher XIX: 1990)

understanding, spoken language understanding, speech recognition, and speech perception. Rost and Hamouda defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to Nadig, listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

     a.   Listening Comprehension Strategies

Goh said that it is very important to teach listening strategies to students and before doing this, teachers should increase learners' knowledge of vocabulary, grammar, and phonology. According to Vandergrift, the development of strategy is significant for the training of listening and learners can guide and assess their own understanding and answers. Many researchers such as Conrad, O'Mallay and Chamot and Rost and Ross and Azmi Bingol, Celik, Yidliz, and Tugrul Mart expressed that there are three types of strategies in listening comprehension. They are cognitive, metacognitive, and socio-affective. These strategies can change based on the level of learners.

     1) Cognitive Strategies

Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension begins with the

received data that is examined as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of knowledge (Azmi Bingol, Celik, Yidliz, & Tugrul Mart. Derry and Murphy defined cognitive strategies as problem-solving techniques that learners use for the acquisition of knowledge or skill. Brown and Palincsar and O'Malley and Chamot (1990) and Abdalhamid expressed that cognitive strategies are related to the learning activities and include direct utilization or change of the learning materials. According to Goh , learners utilize cognitive strategies to assist them process, keep, and remember new information.

There are two kinds of cognitive strategies in listening: bottom- up and top-down. Bottom-up strategies are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. Top-down strategies involve forecasting, guessing, explaining, and visualization. Advanced learners use more top-down strategies than beginners. A think-aloud procedure was used to examine the listening strategies of university students learning Spanish. The results of quantitative study showed that participants utilized more cognitive than metacognitive strategies and that females applied more metacognitive strategies than males. The findings of qualitative study indicated that success in listening was related to factors like the application of many strategies, ability and flexibility in modifying strategies, stimulation, self-control, and sufficient use of prior knowledge.

2) Metacognitive Strategies

According to Rubin, metacognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. For instance, for metacognitive planning strategies, listeners clear the aims of a listening task and apply specific features of the aural language input that make easy the understanding of aural input. Holden and Azmi Bingol, Celik, Yidliz, and Tugrul Mart stated that in this strategy students are aware when listening to the text. In this strategy, learners learn how to plan, monitor, and evaluate the collected information from the listening part. According to Wenden, learners who use metacognitive strategies can learn faster and integrate the knowledge outstandingly, can be constant receivers and deal with all situations, have self-confidence to get help from partners, teachers, or family, and can observe and assess themselves. Salataci indicated that the use of metacognitive strategy in the listening process increases learners' self-confidence, motivation, and ability to complete the activities. According to Baker and Brown and Abdalhamid, there are two kinds.

According to Baker and Brown and Abdalhamid, there are two kinds of metacognitive skill: knowledge of cognition and regulation of cognition. Knowledge of cognition deals with the learners' consciousness of what is going on, and regulation of cognition deals with what learners should do to listen effectively. Bacon, O'Malley and Chamot, Goh Vandergrift and Abdalhamid indicated that the difference between skilled and less skilled listeners can be understood through their application of metacognitive strategies. O'Malley et al, demonstrated that skilled

listeners utilize more repair strategies to redirect their attention back to the activity when there is a comprehension failure, while less skilled listeners cease listening.

Vandergrift and Abdalhamid showed that skilled listeners applied twice as many metacognitive strategies as their less-skilled learners. According to Henner Stanchina (1987), metacognitive strategies played an important role in listening comprehension. She mentioned that skilled listeners can permanently explain and what they hear through (1) utilizing their prior knowledge and predictions to create theories on the text; (2) connecting new information with their continuing predictions; (3) making deductions to fill comprehension breaks; (4) assessing their predictions; (5) improving their theories. Henner Stanchina continued skilled listene can identify failure in understanding and activate their background knowledge to get better comprehension.

3) Socio Affective Strategies

Vandergrift and Abdalhamid expressed that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Gardner and MacIntyre said that affective strategies are very significant because the learning situation and learners' social-psychological factors are closely related to each other. There is a significant relationship between low anxiety and high listening performance: that is, the use of affective strategies makes easy and improve listening. O'Malley and Chamot represented that among the four strategies of listening comprehension, social and affective strategies had the most effect on the learning context. Wilson said that socio-affective strategies are

related to students' interaction with other speakers and their reactions towards learning. Habte-Gabr said that in socio-affective strategy, students should know how to decrease anxiety,

feel confident during listening activities, and raise motivation in improving listening skill[10]

3.　Component of Listening Comprehension

According to Chastain, listening comprehension is divided into four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the whole message uttered by a speaker. Rivers said that the understanding of spoken messages depend on comprehension ofsemantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable.

The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities

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10 Abbas Pourhosein Gilakjani1 at all, 2016 *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. Published by Canadian Center of Science and Education ISSN 1916-4742 E-ISSN 1916-4750. P.124

that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand.

Comprehension is the speech reception at the syntactic, lexical, pragmatic, and discourse levels. Thus the last component is comprehension. It involves different steps. The first step is to establish the context. Real language happens within a communicative framework and the listener should know the framework to recreate the speaker's message. The second step is to activate related background knowledge and use it to predict the ideas the message may have. The third step is to anticipate the general content of the message. Skilled listening requires that listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation.

The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the formerly made anticipations. When the samples are in line with listeners' anticipations, they accept them as being correct. When the samples do not comply

with their anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful.[11]

B. *Types of listening activity*

There are many purpose we can to do in listening, such as listen to radio to know the update reports, listen to music for pleasure etc. we listen in different ways to based on our purpose helps us listen more effectively.

There are some types of activities that can be applied in learning listening. Ur provides four of listening activities as follow[12]:

1. No overt response, the students do not have to do anything in response to the listening; however facial expression and body language often show if they are following or not. It includes stories, songs and entertainment.

2. Short responses, includes obeying instructions ticking of items, true/false. Detecting mistakes, guessing definitions and skimming and also scanning.

3. Longer responses, includes answering questions, note-taking, paraphrasing and translating, summaring, and long gap-filling.

4. Extended responses, here, the listening as only a jump-off point for extended reading, writing or speaking: in other words, there are combined skill activities. It includes problem-solving and interpretation.

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11 Seyedeh Masoumeh Ahmadi,2016 *The Importance of Listening Comprehension in Language Learning*, University of Guilan, Rasht, Iran. P8

12 Ur, Penny , "*A Course In Linguage Teaching: Practice And Theoy*". (Cambridge Univercity Press: 1996) *P 113*

Beside of that, there are the other activities to improve listening skill that provided by PolyU ELC[13]:

1. Listen to English pop songs, includes write a summary, sing along with the melody, do a cloze exercise and dictate lyrics.

2. Listen to TV news reports, includes predications keep a diary, and record the news.

3. Listen to film, includes read film reviews, make a gap-filling exercise, cover the subtitles, and read the novel of the film.

4. Listen to TV programs or videos, includes follow instructions without looking at the screen, cover the subtitles and watch the first language version in advance.

5. Listen to radio, includes listen to fast speech, approach other resources in advance, listen to colloquial expressions, and write a summary.

According to Bouach, listening comprehension is useful for learners' pronunciation. That is, when learners are more exposed to spoken English, they can more know and get used to its pitch, intonation, stress, redundancy, and clusters. Wilson mentioned some other reasons for listening such as information gathering, enjoyment, unanimity, evaluation, and criticism. In addition, the other reason behind listening is to improve the speaking skill by improving pronunciation.

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13 PolyU ELC, *"Listening Material",* (The Internet Journal: http://www.google.com/seach?q=Jurnal+improving+listening+skill+by+using+song+&gws_rd=ssl)

There are a lot of reasons for listening. There are five main reasons for listening like to engage in social protocols, to exchange information, to enjoy yourself, to share emotions, and to exert control. Underwood expressed that teachers should prepare their students for the following situations:

1. Attending a lesson. The purpose of this activity is to comprehend the major ideas and to recognize the main information.

2. Listening to announcements, news, and weather forecast. The main goal of listeners is to obtain pertinent information.

3. Listening to plays, watching TV, or listening to a radio for entertainment. The objective of this activity is to amuse oneself.

4. Listening to someone delivering a speech. In this situation, the listener is interested in opinions and attitudes of the speaker.

5. Following the instructions. The goal of the listener is to perform the function successfully.

C. Problem in listening skill

Listening is usually a hard skill to master by the students. The first reason is that the students do not have the text in front of them to look at if they do not understand the information. A second reason is the accent and intonation of the native English speaker. In addition, each country has dialects and regional accent which can confuse the listeners. All of these make

listening learning a major challenge and it is no surprise that the students can find it difficult.

Ur states that there are some students difficulties in learning listening: trouble with sounds, have to understand every word, can understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.[14]

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control. Also, because the speech at which native speakers usually speaks, students feel that the teacher asks the students to listen to the overall message and forget about what they could not catch, which probably means what they did not understand, the teacher has no idea that sometimes what they do not really understand can add up to 75% of what is heard.[15]

Moreover, mentions some other kinds of difficulties that are directly related to the students themselves. One of the problems which the students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speaks slowly and clearly. Hence, when they fail to understand every word while

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14 Op.Cit. p 11

15 Rixon, S, *"Developing Listening Skills"*. (Basingstoke; Macmiland: 1986) p. 37

listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying they usually show before and during listening.

In relation to those problems, we cannot deny that students' motivation plays important role in learning listening. As mentioned another theme will be motivation. Because listening is so challenging, teachers need to ting carefully about making the activities successful and the content interesting. We can create the interest activity English songs[16]. By creating of high students' motivation, it hoped can reduce the listening difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening.

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart, there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

1. Quality of Recorded Material

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening.

2. Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in

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16 Brown, Joy. L. M, *"Stories And Songs In The Esl Classroom".* (Cambridge Univercity Press: 2006), p. 1

their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance.

3. Accent

Munro and Derwing (1999) expressed that too many accented speech can lead to an important reduction in comprehension. According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

4. Unfamiliar Vocabulary

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart, when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

5. Length and Speed of Listening

Azmi Bingol, Celik, Yidliz, and Tugrul Mart stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood, speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension. [17]

D. Material in Listening Skill

Puspita say that, the material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which suitable with the students have to interesting, in the right level of students' difficulty, and presented in various activities[18]. The interesting material that are familiar meaningful and various should be provided for the students. It can help them to understand more easily.

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[17] Abbas Pourhosein Gilakjani1 at all, 2016 *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. Published by Canadian Center of Science and Education ISSN 1916-4742 E-ISSN 1916-4750. P.127

[18] Hasyuni, 2006*" The Student S' Preferred Activities For English Listening Class Survey Conducted To The Second And Fourth Semester Student Of English Department Of Fkip Universitas Bengkulu".* (Unpublish Thesis of Teacher Training and Education Faculty of Universitas Bengkulu), p. 4

Beside of that, the material should be as natural as possible in order that students can practice and imitate the original voice from the speakers. As mentioned by Paulston, listening material should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situation[19].

In concluding, the teachers are better to know the students' interest in learning listening with kind activities. If not, students' will get bored and do not want to learn anymore.[20]

E. Evaluation in Listening Skill

1. Listening Process

There are two distinct processes involved in listening skill. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in an exploratory fashion. On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message.

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19 Ibid

20http://www.google.com/seach?
q=Jurnal+improving+listening+skill+by+using+song+&gws_rd=ssl

Listening skill is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details.

There are obvious differences between acquiring listening comprehension skills in the first and in the second language. The acquisition of the L1 listening comprehension skill happens largely at the same time that the child develops its general cognitive abilities. The development of the L2 listening processes occurs after the learner's cognitive development is more or less completed. When acquiring a foreign language, learners have to learn mainly what the L2-words and grammatical forms refer to they have to acquire the differences between their L1 and the L2. In this light the idea of 'conceptual redeployment' has to be mentioned.

Conceptual redeployment can be defined as the process in which a fully developed conceptual framework that is in regular use in some domain of experience or comprehension, for example L1 comprehension, comes to be used for the first time in a new domain, for example in L2 comprehension. In the case of L2 learning, adults must reorganize semantic knowledge of words and concepts into a new domain of

language use, namely in their L2. The L2 learners already have cognitive frameworks but these have to be filled out with new (L2) language forms. The fact that new references (of known concepts) have to be learned and the change of conceptual frameworks while the cognitive development of the learner has already been developed makes learning a second language a more conscious process than L1 acquisition.

2. Context

Research from cognitive psychology has shown that listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with what listeners already know about the topic. Therefore, when listeners know the context of a text or an utterance, the process is facilitated considerably because listeners can activate prior knowledge and make the appropriate inferences essential to comprehending the message Therefore, teachers need to help students organize their thoughts, to activate appropriate background knowledge for understanding and to make predictions, to prepare for listening. This significantly reduces the burden of comprehension for the listener.

3. Purpose

Listeners do not pay attention to everything, according to the purpose of the task. This, in turn, determines the type of listening required and the way in which listeners will approach a task.) differentiates between an interactional and a transactional purpose for communication. Interactional use of language is socially

oriented, existing largely to satisfy the social needs of the participants; e.g., small talk and casual conversations. Therefore, interactional listening is highly contextualized and two-way, involving interaction with a speaker. A transactional use of language, on the other hand, is more message-oriented and is used primarily to communicate information ; example, news broadcasts and lectures. In contrast with interactional listening, transactional listening requires accurate comprehension of a message with no opportunity for clarification with a speaker. Knowing the communicative purpose of a text or utterance will help the listener determine what to listen for and, therefore, which processes to activate.

4. Listening in Language Learning

Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive strategies are important because they oversee, regulate or direct the language learning process. Cognitive strategies manipulate the material to be learned or apply a specific technique to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety. Research shows that skilled listeners use more metacognitive strategies than their less-skilled counterparts. When listeners know how to :

a. Analyse the requirements of a listening task;

b. Activate the appropriate listening processes required;

c. Make appropriate predictions;

    d.   Monitor their comprehension; and

    e.   Evaluate the success of their approach,

F. Teaching listening

Mendelsohn notes a gap between the interests of listening researchers and classroom practitioners in that classroom materials do very little to develop metacognitive knowledge through raising learners' consciousness of listening processes. It is imperative to teach students how to listen. This shifts the emphasis of listening practice from product to process and the responsibility of learning from the teacher to the student, thereby helping students become self-regulated learners.

1. Planning for the successful completion of a listening task

Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/ or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

2. Monitoring comprehension during a listening task

During the listening activity itself, students monitor their comprehension and make decisions about strategy use. Students need to evaluate continually what they are comprehending and check:

a. Consistency with their predictions, and

b. Internal consistency; i.e., the ongoing interpretation of the oral text or interaction.

Teacher intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inferencing skills and help students to monitor more effectively.

H. Evaluating the approach and outcomes of a listening task

Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection by asking students to assess the effectiveness of strategies used. Group or class discussions on the approach taken by different students can also stimulate reflection and worthwhile evaluation. Students are encouraged to share individual routes leading to success; e.g. how someone guessed (inference) the meaning of a certain word or how someone modified a particular strategy.

In order to help students consciously focus on planning, monitoring and evaluation before and after the completion of listening tasks, teachers can develop

performance checklists. Instruments such as these help students prepare for a listening task and evaluate their performance.[21]

I. The Importance of Listening In Communicative Language Teaching

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved.

Also, every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing. With the highest percentage of involvement in the exchange of information in effective communication, listening has to be considered a language forerunner. Listening, unlike the other language skills, is felt comparatively much difficult by the learners, as it has all its interrelated subskills such as receiving, understanding, remembering,

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[21] Larry Vandergrift, 2002 *Listening: theory and practice in modern foreign language competence,* Cambridge University Press. p. 213-217

evaluating, and responding. But with the advent of communicative language-teaching and the focus on proficiency, the learning and teaching of listening started to receive more attention. However, listening is not yet fully integrated into the curriculum and needs to be given more attention in a language learning setting.[22]

Listening comprehension needs more concentration and a quick understanding is also required. When listening, a lot of factors should be specifically paid attention. They are context, facial expressions, and body gestures that are very important for the listeners to facilitate the understanding of what is conveyed by speakers.

According to Rost and Ziane, listening comprehension is very important because it is a process through which we get input and without its comprehension learning does not happen. Doff and Ziane represented that listening has a significant effect on developing speaking. That is, we cannot develop our speaking ability unless we develop our listening skill. If a learner has a good listening ability in English language, it would be very easy for him to listen to the radio, to study, watch films, or communicate with foreigners. Learners should have a lot of practice and exposure to English in order to develop this ability. There is a relationship between listening to a language and learning it. If we compare two learners; one is living in a country where the target language is the first language and the other is living in a country where English is only spoken in academic places. The difference is that the first learner can

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22 D. Renukadevi, 2014, *The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening*, International Journal of Education and Information Studies. ISSN 2277-3169 Volume 4,. P60

acquire English more easily, effectively, and rapidly than the second one. Consequently, learners need as much exposure to English language as possible.

According to Hedge, listening has an important role in everyday life and when people are engaged in communication nine percent is spent to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process. Lundsteen expressed that listening is the first skill to appear. He continued that children listen before they speak. Hedge indicated that modern society likes to change from printed media towards sound and its members. Therefore, the significance of listening cannot be ignored. He emphasized that listening is of great importance in English language classrooms.[23]

J. Goals of Listening Comprehension Lessons

Listening comprehension lessons should be carefully and gradually planned. Listening activities progress from simple to more complex while learners get in language proficiency.

2. Listening comprehension lessons should demand active student participation. Student participation is his/her written answer to the listening comprehension material and immediate feedback on performance that can keep students' concern and motivation.

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[23]   Abbas Pourhosein Gilakjani, 2016, *The Significance of Listening Comprehension in English Language Teaching*, Department of English Language Translation, Islamic Azad University Lahijan Branch, Lahijan, Iran. P.1673

3. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. These two factors are very important in recalling and can be done by giving the students the writing task before listening to the material.

4. Listening comprehension lessons should focus on conscious memory task. One of the aims of listening is to reinforce learners' recall to increase their memory capacity. 'Listening is receiving, receiving needs thinking, and thinking needs memory. It is impossible to separate listening, thinking, and remembering.

5. The focus of listening comprehension lessons is on teaching not testing. The aim of checking learners'.[24]

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24 Abbas Pourhosein Gilakjani, 2016, *The Significance of Listening Comprehension in English Language Teaching*, Department of English Language Translation, Islamic Azad University Lahijan Branch, Lahijan, Iran. P.1674

CHAPTER III

RESEARCH METHOD

A. *Method of Research*

This research used descriptive method by using survey. It is to find out listening achievement of the fifth semester students faculty of IAIN Palopo.

B. *Population and Sample*

Population of this research was 120 students at the fifth semester students of, in academic year 2017 it divided into four classes, the researcher used random sampling to take the sample. Each class consists of 30 students. Then, the researcher took six students from each class as sample. The total number of sample was 25 students.

C. *Instrument of the Research*

The instrument of the research was listening test. The test used to find out the competence of students at the Fifth Semester English Education Program and Teacher Training of Tarbiyah Faculty IAIN Palopo Academic year 2017 in listening.

The researcher was giving three kind of listening test, first was transcription exercise, in this part of the test student faced on recording voice from the speaker that

say the word and the student should write down correctly the word in the work sheet. Second is answer question according to the video, in this part the student attracts with video that they have to understand because in the last of the video there was a question related to the video. The last is write down information that the student got from the video in this part of the test student watch video and listen the voice from the speaker carefully and the challenge are student write ten information that they got from the video.

D. Procedure of Collecting Data

The procedure of collecting data following steps:

1. The researchers distributed the test (worksheet) to the students.

2. The researcher explained about the aim and how to answer the test in 5 minutes.

3. The students had to listening the test about vocabulary and phrase from CD and write the answer the test about 30 minutes. After that the students had to collect the test.

E. Technique of Data Analysis

The result of the students' answer was scored by using formula that used by the researcher as follow:

$$Score = \frac{Total\,Correct\,Answer}{Total\,Test\,Item} \times 100$$

Then, the researcher categorized the students' core by using the following categorization:

1.	1.	Excellent	6
	2.	Very God	
2.	3.	Good	5
	4.	Fair	
3.	5.	Poor	4
	6.	Very Poor	
4.			3
5.			2
6.			1

The researcher calculated the student score result by using SPSS 20.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of the research .It discusses the research findings which includes data presentation and data analysis of student achievement in listening skill.

A. *Findings*

B.   In this section the researcher would like to describe the data which got from research. Meanwhile, the researcher will answer the research problem. The researcher analyzed the data using SPSS 20 program to know the mean and frequency of the test answer.

C.   **Table 4.1 Score of Students Transcription Exercise**

D. N o.	E. Respond ent	F. Freque ncy	G. Score	H. Real Score

I. 1.	R. R1	S. 10	BB. 4	KK. 40.0
J. 2.	R2	T. 10	CC. 9	LL. 90.0
K. 3.	R3	U. 10	DD. 7	MM. 70.0
L. 4.	R4	V. 10	EE. 4	NN. 40.0
M. 5.	R5	W. 10	FF. 5	OO. 50.0
N. 6.	R6	X. 10	GG. 6	PP. 60.0
O. 7.	R7	Y. 10	HH. 5	QQ. 50.0
P. 8.	R8	Z. 10	II. 8	RR. 80.0
Q. 9.	R9	AA. 10	JJ. 9	SS. 90.0
TT. 10.	R10	III. 10	YYY. 8	OOOO. 80.0
UU. 11.	R11	JJJ. 10	ZZZ. 8	PPPP. 80.0
VV. 12.	R12	KKK. 10	AAAA. 7	QQQQ. 70.0
WW. 13.	R13	LLL. 10	BBBB. 8	RRRR. 80.0
XX. 14.	R14	MMM. 10	CCCC. 9	SSSS. 90.0
YY. 15.	R15	NNN. 10	DDDD. 5	TTTT. 50.0
ZZ. 15.	R16	OOO. 10	EEEE. 6	UUUU. 60.0
AAA. 17.	R17	PPP. 10	FFFF. 2	VVVV. 20.0
BBB. 18.	R18	QQQ. 10	GGGG. 6	WWWW. 60.0
CCC. 1	R19	RRR. 10	HHHH. 8	XXXX. 80.0
	R20	SSS. 10	IIII. 8	YYYY. 80.0
	R21	TTT. 10	JJJJ. 7	ZZZZ. 70.0
	R22	UUU. 10	KKKK. 6	
	R23	VVV. 10	LLLL. 5	
	R24	WWW. 10		
	R25	XXX. 10		

9. DDD. 20. EEE. 21. FFF. 22. GGG. 23. 24. HHH. 25.			MMMM. 7 NNNN. 4	AAAAA. 60.0 BBBBB. 50.0 CCCCC. 70.0 DDDDD. 40.0	6 5 7 4
	EEEEE.	**Mean Score**		FFFFF. 4.4	6

GGGGG.

HHHHH. It can be seen on the table 4.1 the highest score of student transcription test in listening is 90, there were 3 student got it and the lowest score of student transcription test in listening is 20.

IIIII.

JJJJJ.

KKKKK.

LLLLL.

MMMMM.

NNNNN. **Table 4.2 Mean Score of Student Achievement in Transcription Test**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation

Transcription	25	20.00	90.00	64.4000	18.50225
Valid N (listwise)	25				

It can be seen on the table 4.3 the mean score of student achievement in listening of transcription test is 64.4 with total number of sample is 25 and standard deviation is 18.50225.

Table 4.3 Rate Percentage Students Achievement in Transcription Test

OOOOO. Cl assification	PPPPP. Rating	QQQQQ. Score	RRRRR. F requency	SSSSS. P ercentage
TTTTT. Ex cellent	ZZZZZ. 6	FFFFFF. 86-100	KKKKKK. 3 LLLLLL. 6	QQQQQQ. 1 2%
UUUUU. Ve ry God	AAAAAA. 5	GGGGGG. 76-85	MMMMMM. 8 NNNNNN. 7	RRRRRR. 2 4%
VVVVV. Go od	BBBBBB. 4	HHHHHH. 56-75	OOOOOO. 1 PPPPP.-	SSSSSS. 3 2%
WWWWW. Fa ir	CCCCCC. 3	IIIII. 36-55		TTTTT. 2 8%
XXXXX. Po or	DDDDDD. 2	JJJJJJ. 16-35		UUUUUU. 4 %
YYYYY. Ve ry Poor	EEEEEE. 1	0-15		VVVVVV. 0%
WWWWWW. Total			XXXXXX. 2 5	YYYYYY. 1 00%

The table 4.3 indicates that students` score in the frequency listening achievement of transcription test. It shows that there were three of students (12%) who got excellent. The other showed that there were 6 students (24%) who got very good. 8 students (32%) got good. It also shows that there were 7 students (28%) who got fair. And there was 1 student (4%) who got poor and none of student got very poor. Based on the data above, it can be seen on the table above there is no one student got very poor and 8 student got good that indicated the achievement of student in listening especially in transcription test was good.

ZZZZZZ. **Table 4.4 Score of Students Answer Question According to Video**

AAAAAAA. No.	BBBBBBB. Respondent	CCCCCCC. Frequency	DDDDDDD. Score	EEEEEEE. Real Score
FFFFFFF. 1.	OOOOOOO. R1	PPPPPPP. 10	YYYYYYY. 4	HHHHHHHH. 40.0
GGGGGGG. 2.	R2	QQQQQQQ. 10	ZZZZZZZ. 6	IIIIIIII. 60.0
HHHHHHH. 3.	R3	RRRRRRR. 10	AAAAAAAA. 6	JJJJJJJJ. 60. 0
IIIIIII. 4.	R4			KKKKKKKK.
JJJJJJJ. 5.	R5	SSSSSSS. 10	BBBBBBBB. 8	80.0
KKKKKKK.	R6	TTTTTTT.	CCCCCCCC.	LLLLLLLL. 20. 0
	R7			
	R8			

6. LLLLLLL. 7. MMMMMMM. 8. NNNNNNN. 9.	R9	10 UUUUUUU. 10 VVVVVVV. 10 WWWWWWW. 10 XXXXXXX. 10	2 DDDDDDD. 4 EEEEEEE. 6 FFFFFFF. 8 GGGGGGG. 6	MMMMMMMM. 40.0 NNNNNNNN. 60.0 OOOOOOOO. 80.0 PPPPPPPP. 60.0
QQQQQQQQ. 10. RRRRRRRR. 11. SSSSSSSS. 12. TTTTTTTT. 13. UUUUUUUU. 14. VVVVVVVV. 15. WWWWWWWW. 15. XXXXXXXX. 17. YYYYYYYY. 18. ZZZZZZZZ. 19.	R10 R11 R12 R13 R14 R15 R16 R17 R18 R19 R20 R21 R22 R23 R24 R25	FFFFFFFFF. 10 GGGGGGGGG. 10 HHHHHHHHH. 10 IIIIIIIII. 10 JJJJJJJJJ. 10 KKKKKKKKK. 10 LLLLLLLLL. 10 MMMMMMMMM. 10 NNNNNNNNN. 10 OOOOOOOOO. 10	VVVVVVVV 8 WWWWWWWW 8 XXXXXXXX 2 YYYYYYYYY 8 ZZZZZZZZZ. 4 AAAAAAAAA 4 BBBBBBBBB 6 CCCCCCCCC 2 DDDDDDDDD 6 EEEEEEEEE 4	LLLLLLLLL. 80.0 MMMMMMMMM. 80.0 NNNNNNNNN. 20.0 OOOOOOOOO. 80.0 PPPPPPPPP. 40.0 QQQQQQQQQ. 40.0 RRRRRRRRR. 60.0 SSSSSSSSSS. 20.0 TTTTTTTTT. 60.0 UUUUUUUUUU. 40.0

AAAAAAAAA. 20.	PPPPPPPP. 10	FFFFFFFFFF. 8	VVVVVVVVV. 80.0
BBBBBBBBB. 21.	QQQQQQQQQ 10	GGGGGGGGG 4	WWWWWWWWW. 40.0
CCCCCCCCC. 22.	RRRRRRRRR. 10	HHHHHHHHH 6	XXXXXXXXXX. 60.0
DDDDDDDDD. 23. 24.	SSSSSSSSS. 10	IIIIIIIII. 4	YYYYYYYYY. 40.0
EEEEEEEE. 25.	TTTTTTTTT. 10	JJJJJJJJJ. 6	ZZZZZZZZZ. 60.0
	UUUUUUUUU 10	KKKKKKKKK 4	AAAAAAAAAA. 40.0
BBBBBBBBBBB. **Mean Score**			CCCCCCCCCCC. 53.6

DDDDDDDDDDD.

EEEEEEEEEEE. It can be seen on the table 4.4 the highest score of student transcription test in listening is 80, there were 6 student got it and the lowest score of student transcription test in listening is 20 and there were 3 students got it.

FFFFFFFFFFF.

GGGGGGGGGGG.

HHHHHHHHHHH.

IIIIIIIIII.

JJJJJJJJJJJ.

KKKKKKKKKKK.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation

Answer	25	20.00	80.00	53.6000	19.76529
Valid N (listwise)	25				

LLLLLLLLLLLL. Table 4.5 Mean Score of Student Achievement in Answering Question According to Video

It can be seen on the table 4.5 the mean score of student achievement in listening of answering question accordingto video is 53.6 with total number of sample is 25 and standard deviation is 19.76529.

Classification	Rating	Score	Frequency	Percentage
Excellent	6	86-100	-	0%
Very God	5	76-85	8	24%
Good	4	56-75	8	32%
Fair	3	36-55	3	32%
Poor	2	16-35	-	12%
Very Poor	1	0-15		0%
Total				

	25	100%

XXXXXXXXXXXX.   Table 4.6 Rate Percentage Students Achievement in Answering Question According to Video

The table 4.6 indicates that student` score in the frequency listening achievement of answering question according to video. It shows that there was none of student (0%) who got excellent. The other showed that there were 6 students (24%) who got very good. 8 students (32%) got good. It also shows that there were 8 students (32%) who got fair. And there were 3 students (12%) who got poor and none of student got very poor. Based on the data above, it can be seen on the table above there is no one student got very good and very poor also 8 student got average and fair that indicated the achievement of student in listening especially in answering question according to video was average.

YYYYYYYYYYYY.   Table 4.7 Score of Students Write Information According to Video

No.	Respondent	Frequency	Score	Real Score
ZZZZZZZZZZZXAAAAAAAAABBBBBBBBBBBCBCCCCCCCCCDCDDDDDDDDDD.				
EEEEEEEEEENNNNNNNNNOOOOOOOOOXXXXXXXXXXGGGGGGGGGG.				
1.	R1	10	3	30.0
FFFFFFFFFFFFF.	R2	PPPPPPPPPPPPYYYYYYYYYHHHHHHHHHH.		
2.	R3	10	5	50.0
GGGGGGGGGGGGG.	R4	QQQQQQQQQZZZZZZZZIIIIIIIII. 3		
3.	R5	10	3	0.0
HHHHHHHHHHHHH.	R6	RRRRRRRRRRAAAAAAAAJJJJJ. 5		
4.	R7	10	5	0.0
IIIIIIIIIII.	R8	SSSSSSSSSSSBBBBBBBBBKKKKKKKKKK.		

		10		
5.	R9	10	6	60.0
JJJJJJJJJJJJJ.		TTTTTTTTT CCCCCCCCC CCCCC LLLLLLLLLLL.		
6.		10	4	40.0
KKKKKKKKKKKKK.		UUUUUUUUUU DDDDDDDDDD MMMMMMMMMMMM.		
7.		10	6	60.0
LLLLLLLLLLLLLL.		VVVVVVVVV EEEEEEEE NNNNNNNNNNNN.		
8.		10	6	60.0
MMMMMMMMMMMM.		WWWWWWWWWW FFFFFF OOOOOOOOOOOOO.		
9.		10	4	40.0
PPPPPPPPPPPPP.	R10	EEEEEEEEEEE UUUUU KKKKKKKKKKKKKK.		
10.	R11	10	8	80.0
QQQQQQQQQQQQQ.	R12	FFFFFFFFFFFF VVVVVV LLLLLLLLLL.		
11.	R13	10	4	40.0
RRRRRRRRRRRRR.	R14	GGGGGGGGGG WWWWWW WWWWWWWW MMMMMMMM.		
12.	R15	10	2	20.0
SSSSSSSSSSSSS.	R16	HHHHHHHHHH XXXXXXXXX NNNNNNNNNN.		
13.	R17	10	4	40.0
TTTTTTTTTTTTT.	R18	IIIIIIIIIIIII.	YYYYYYYYY OOOOOOO OOOOOOOOOO.	
14.	R19	10	2	20.0
UUUUUUUUUUUUU.	R20	JJJJJJJJJJJJJ.	ZZZZZZZZZ PPPPPPPPPPP.	
15.	R21	10	4	40.0
VVVVVVVVVVVVV.	R22	KKKKKKKKK AAAAAA QQQQQQQQQ.		
15.	R23	10	6	60.0
WWWWWWWWWWWWW.	R24	LLLLLLLLLL BBBBBBBBB RRRRRRRRRR.		
17.	R25	10	2	20.0
XXXXXXXXXXXXX.		MMMMMMMMM CCCCCCCCC SSSSSSSSSS.		
18.		10	7	70.0
YYYYYYYYYYYYY.		NNNNNNNNN DDDDDDDDD DDDDDDD TTTTTTT.		
19.		10	4	40.0

ZZZZZZZZZZZZZ. 20.	OOOOOOOOOPKXXXXOEEEEEREEEEUUUUUUUUUUU. 10	7	70.0
AAAAAAAAAAAAAA. 21.	PPPPPPPPPPPHHHHE.FFFFFFFFNFFV.VVVVVVVVVVVV. 10	8	80.0
BBBBBBBBBBBBBBB. 22.	QQQQQQQQQQQGQGQGGGWGWGWGGW WWWWWWWW 10	6	60.0
CCCCCCCCCCCCCC. 23. 24.	RRRRRRRRRRRRRRHHHHXXXXXXXXXXXXXXXXXXXX. 10	4	40.0
DDDDDDDDDDDDDD. 25.	SSSSSSSSSSSSSSIIIIIIIIII. YYYYYYYYYYYYYYYY. 10	2	20.0
	TTTTTTTTTUUUUUJJJJJJJJJZZZZZZZZZZZZZZZ. 10	3	30.0
AAAAAAAAAAAAAAAA.	**Mean Score**		BBBBBBBBBBBBBBBB. 46.0

CCCCCCCCCCCCCCCC.

DDDDDDDDDDDDDDDD.   It can be seen on the table 4.7 the highest score of student transcription test in listening is 80, there were 2 student got it and the lowest score of student transcription test in listening is 20 and there were 4 students got it.

EEEEEEEEEEEEEEEE.

FFFFFFFFFFFFFFFF.

GGGGGGGGGGGGGGGG.

HHHHHHHHHHHHHHHH.

IIIIIIIIIIIIIIII.

JJJJJJJJJJJJJJJJ.   Table 4.8 Mean Score of Student Achievement in Write ten Information According to Video

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Information	42	20.00	80.00	46.0095	19.15309
Valid N (listwise)	42				

It can be seen on the table 4.5 the mean score of student achievement in listening of write ten information according to video is 46.0 with total number of sample is 25 and standard deviation is 19.15309.

Classification	Rating	Score	Frequency	Percentage
Excellent	6	86-100	-	0%
Very God	5	76-85	4	16%
Good	4	56-75	6	24%
Fair	3	36-55	9	36%
Poor	2	16-35	6	24%
Very Poor	1	0-15	-	0%
	Total			

	25	100%

VVVVVVVVVVVVVVVV.   Table 4.9 Rate Percentage Students Achievement in Write Ten Information According to Video

The table 4.9indicates that students` score in the frequency listening achievement of write ten information according to video. It shows that there was none of student (0%) who got excellent. The other showed that there were 4 students (16%) who got very good. 6 students (24%) got good. It also shows that there were 8 students (32%) who got fair. And there were 7 students (24%) who got poor and none of student got very poor. Based on the data above, it can be seen on the table above there is no one student got excellent and very poor also 7 student got average and fair that indicated the achievement of student in listening especially in answering question according to video was low.

*WWWWWWWWWWWWWWWW. Discussion*

XXXXXXXXXXXXXXXXXX.   Related to the research finding above, it was found that the students ability in vocabulary skill. It could be seen as follows:

YYYYYYYYYYYYYYYYY.   The strength of student in listening comprehension especially in transcription test it was proved from the mean score of student got 64.4%. Researcher gave the test by use transcription test. At the result of the test, there were three of students (12%) who got excellent. The other showed that there were 6 students (24%) who got very good. 8 students (32%) got good. It also shows that there were 7 students (28%) who got fair. And there was 1 student (4%) who got poor and none of student got very poor.

ZZZZZZZZZZZZZZZZZZ. Besides, the weakness of student in listening achievement especially in write ten information according to the test it was proved from the mean score of student test only 46,0%. at the result of the test, that there was none of student (0%) who got excellent. The other showed that there were 4 students (16%) who got very good. 6 students (24%) got good. It also shows that there were 8 students (32%) who got fair. And there were 7 students (24%) who got poor and none of student got very poor.

AAAAAAAAAAAAAAAAAAA.

BBBBBBBBBBBBBBBBBBBB.
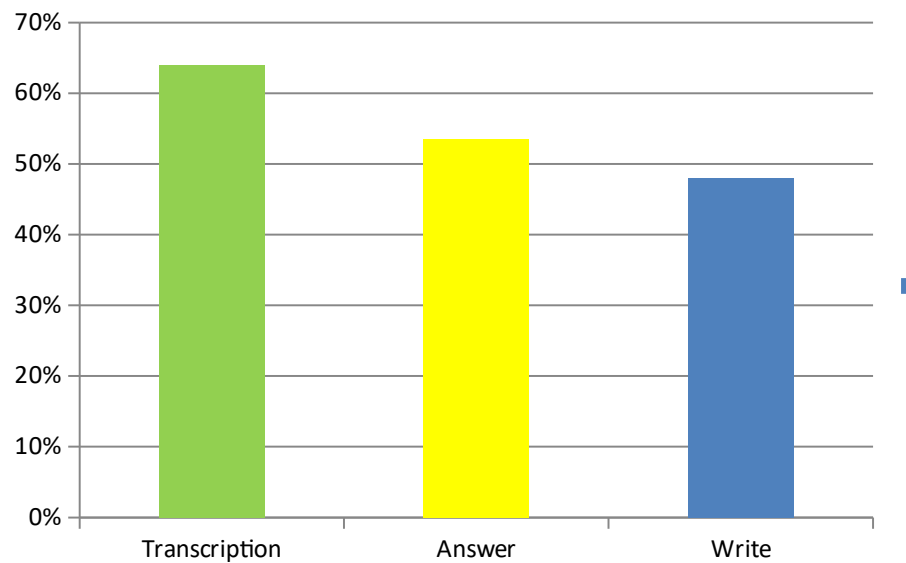
Figure1. Student Ability in Listening

According to Kurita, learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners'

selfconfidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers. [25]

If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main pint of what native speakers are telling. Therefore, listening is very important to which teachers and learners should pay enough attention to obtain communication aims. Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge.

Although the instruction of listening comprehension has long been over looked in many EFL programs listening is considered as much more important in both EFL classrooms and SLA research . Nunan said that listening includes an active process of decoding and making meaning from both verbal and nonverbal messages[26]

There are different definitions of the term "listening comprehension." Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual

25Kurita, T. (2012). *Issues in Second Language Listening Comprehension and the Pedagogical Implications*. Accents Asia, 5(1), p.30-44.

26Kaspar, G. (2005)*Pragmatic Comprehension in Learner -Native Speaker Discourse. Language Learning*, 34, 1p. 20.

words, and understanding the syntax of sentences. According to Hamouda, listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.[27]

O'Malley, Chamot, and Kupper states that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.[28]

The listening process

To communicate adequately it is important for a listener to understand what the speaker says. Understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning. The listening comprehension process is a combination of (roughly) four sub-processes or modules:

     1.   Hearing: the auditory reception of an acoustic signal (perception), as is also performed on non-speech sounds,

     2.   Categorisation of sounds: categorising incoming sounds in terms of the sound categories of the language

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27Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by SaudiStudents in theEL Listening Classroom. International Journal of Academic Research in Progressive Education and Development.2(2), p.113-155

28 Seyedeh Masoumeh Ahmadi, 2016. *The Importance of Listening Comprehension in Language Learning*, University of Guilan, Rasht, Iran.p8.

3. Word recognition: breaking up the stream of sounds into linguistic units (morphemes, words) and retrieving their meaning from long term memory, and

4. Comprehension: integrating the meanings of the words in their sequence into an interpretation of the entire utterance, i.e., a reconstruction of the speaker's communicative intention.[29]

Schemata are the guiding structures in the comprehension process. The schema is a data structure for showing the general concepts stored in memory. Schema means an abstract textual structure that the listener uses to understand the text. The listener uses linguistic and situational cues about the new input to extract schemata. When a schema is extracted, it becomes a guiding structure in comprehension. If there is harmony between incoming information and the schema, the listeners will understand the text. The schema results in three basic modes of information processing: bottom-up processing, top-down processing, and interactive processing.

1. Bottom-up Process

Bottom-up processing is activated by the new data. The data pass into the system through schemata. Schemata are formed from the most specific at the bottom to the most general at the top. In this process, listening decodes the sounds from the meaningful units to complete texts. Therefore, phonemic units are connected together to make words, words are connected together to make phrases, phrases are connected together to make utterances, and utterances are connected together to make complete

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29 Petra Poelmans, 2003, *Developing second-language listening comprehension: Effects of Training Lower-Order Skills Versus Higher-Order Strate*gy, Geboren te Heusden. P.10

and meaningful text. Certain incoming sounds precipitate schemata formed in a listener's mind like the phonological knowledge, the morphological knowledge, and lexical and syntactical knowledge. The listener uses his knowledge of words, syntax, and grammar to work on form in the bottom-up processing. This process is closely associated with the listener's linguistic knowledge.

2. Top-down Process

Top-down processing uses background knowledge for understanding the meaning of a message. Top-down processing constructs general predictions based on general schemata and then looks for information to fit into these schemata. The listener actively constructs the original meaning of the speaker using the new input. The listener uses previous knowledge of the context within which the listening happens to comprehend what he/she hears. Context includes knowledge of the topic, the speaker or speakers, and their connection with the situation and with each other and previous happenings. If the incoming information is unfamiliar for the listener, it can't extract his schemata and he can only depend on his linguistic knowledge in listening comprehension. Thus, only depending on top-down processing may leads to the failure of comprehension

3. Interactive Process

According to the interactive processing, top-down and bottom-up listening processing should be combined to each other increase listening comprehension. The application of background knowledge information, contextual information, and linguistic information makes comprehension and interpretation easy. When the content of the

material is familiar to the listener, he uses his background knowledge to make predictions which is proved by the new input. If the content of the listening text is unfamiliar to the listener, he can only use his linguistic knowledge, particularly the lexical and syntactical knowledge to understand information.[30]

According to Macháčková , there are some roles for teachers. They are as follows:

1. A teacher as an Organizer

Teachers should explain what their learners want to do, give clear instructions and useful feedback to them. Teachers should prepare the listening lesson and give guidance to their learners.

2. A Teacher as a Controller

A teacher accomplishes the whole lesson. It is a teacher's responsibility to arrange what learners do, when they should speak, and what language they should use. Teachers specify what learners should do in the listening stages.

3. A Teacher as an Evaluator

Teachers evaluate their learners and give them the necessary feedback on their performance. They should evaluate the level of their learners.

4. A Teacher as a Resource

Teachers give their learners the necessary advice and help them solve their problems particularly unfamiliar vocabulary or grammatical patterns.

5. A Teacher as a Tutor

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[30] Abbas Pourhosein Gilakjani, 2016, *The Significance of Listening Comprehension in English Language Teaching, Department of English Language Translation, Islamic Azad University Lahijan Branch, Lahijan, Iran*.p.1671

Teachers act as a coach and help their learners to develop ideas. Teachers should help their learners towards predicting missing information.

6. A Teacher as a Prompter

Teachers motivate their learners and give recommendations toward activities that are done by their learners.[31]

Broadly, listening exercises usually fall into three basic types: controlled, guided and free:

1. Controlled activities require complete and clear directions. This type of activities ismore practical with the beginner level students. These may be describing the appearance and recognizing the person on the picture, or answering some simple postlistening questions.

2. Guided activities are for a higher level of students. In this case the students are provided with partial outlines and incomplete frameworks which they are to complete. The students listen to a story and then are required to create a similar story or continue it.

3. Students with advanced level are given free activities. Students may listen to a piece of song or melody and then be required to write down about their feelings the music has evoked or to write about an experience the music may be associated with. [32]

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31 Macháčková, E. (2009). *Teaching Listening.* Bachelor Thesis, Pedagogical Faculty Department of English languageand literature, Masaryk University Brno.p75

32 Irene Boornazian, 2016, On Some Strategies of Defelopping Listening Comprehension, Yerevan University.p133

- **Strategies for Listening**

Before Listening: Plan for Listening Task

1.   One should decide the purpose in advance what one wants to listen.

2.   One should decide if more background information is needed

3.   One should determine to attend to the overall meaning or focus on the words and phrase.

During and after: Monitor Comprehension

1.   One should confirm predictions and check for inaccurate guesses.

2.   One should decide what is important to understand and what is not important to understand.

3.   One should view again to ensure comprehension.

4.   One should ask for help if needed

After Listening: Evaluate comprehension and strategy use

1.   One should assess comprehension in a particular area.

2.   One should evaluate overall progress in listening and in particular types of listening tasks.

3.   One should come to a decision if the strategies used were suitable for the purpose.

4.   One should modify strategies if necessary.[33]

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33 Dr. Neena Sharma, 2011, *Strategies for Developing Listening Skills.* ISSN: 2230-9136.p15

The following tips will help student to improve listening comprehension so tha better understand the complainant's issues, perspective and feelings and can also make them feel they are being heard.

- Steps to Effective Listening

    1. Face the speaker and maintain eye contact

    2. Be attentive, but relaxed

    3. Keep and open mind

    4. Listen to the word and try to picture what the speaker saying

    5. Do not interrupt and do not impose your solution

    6. Wait for speaker to pause to ask clarifying questions

    7. Ask question only to ensure understanding

    8. Try to feel what the speaker is feeling

    9. Give the speaker regular feedback[34]

CCCCCCCCCCCCCCCCCC.   Chamot and Küpper, Henner Stanchina, Murphy, O'Malley and Chamot and Ak have been interested in strategies for listening comprehension. Listening suggests are the skills raise strategies and can be divided into two groups; bottom-up strategies and top-down strategies. Bottom-up strategies concentrate on linguistic features and urge students to analyze individual words for their meaning or grammatical structures before gathering the meanings to form propositions. Top-down strategies concentrate on the overall meaning of phrases

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34https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/ #66b181a83891, Accesed on October 10 2017.

and sentences and motivate students to use real world schematic knowledge to develop expectations of text meaning.

DDDDDDDDDDDDDDDDDDD. According to Vandergrift and Ak, listening strategies are metacognitive strategies, cognitive strategies, and socio-affective strategies. Metacognitive strategies are mental activities for managing language learning which involve planning, monitoring, and evaluating one's understanding. They involve thinking about the learning process like selective attention and comprehension monitoring. Cognitive strategies are mental activities for using the language to do a task that includes using particular techniques to the learning task like explanation and deduction. Socio affective strategies include cooperating with other learners or the teacher for explanation, and using particular techniques to reduce apprehension. They involve activities such as questioning for clarification, cooperation, decreasing worry, and self-encouragement. Mendelsohn and Ak expressed that it is very important for learners to use appropriate listening strategies in order to develop their own listening skills. It is significant for learners to use specific strategies based on their own learning needs.

EEEEEEEEEEEEEEEEEEE. A study was done Abdelhafez . It was about the impact of specific strategies on developing listening skills. The results of this study indicated that training in metacognitive strategies helped learners develop their own listening skills. In many other studies the findings indicated that more-proficient listeners used strategies more often than less-proficient listeners.

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- The Technique For Developing Listening

Rixon and Rubin stated that different techniques should be used in the classrooms like authentic materials and technology. McBride and Rost expressed that the use of technology can promote the expansion of listening comprehension by providing students with interesting materials. Authentic materials involve songs, TV serials, movies, and documentaries and technology includes videos, computers, and the Internet. Authentic materials and technology are closely interrelated to each other since technology is required to operate authentic materials.

Jansen and Vinther , Mc Bride , Robin and Zhao and Ak indicated that the use of technology while using authentic materials can solve difficulties encountered with authentic materials. Many studies have been done concerning the impacts of technology and authentic materials into the classes on listening comprehension. Özge examined the impacts of captioned authentic videos on listening comprehension. The results obtained from this study represented that learners watching the videos with captions scored significantly higher than the ones watching the videos without captioning. A study was carried out by Hayati and Mohmedi towards the effect of videos with subtitles on listening comprehension. The researchers identified three groups: L1 subtitled group, L2 subtitled group, and without subtitle group. The results revealed that the group with English subtitles outperformed the other groups.

GGGGGGGGGGGGGGGGGGGG. Different language skills should be used by learners to increase the development of each skill. It is illogical to detach skills when doing an activity in a specific lesson. The use of different skills can make the activities more meaningful, motivate learners, and create interesting contexts. According to Fotos, Hinkel, Murphy, Snow, and Ak listening can be used to improve other skills such as reading or speaking skills in all classes and listening can gain from specific skills such as pronunciation. Gilbert and Nunan and Miller emphasized that developing listening skills with pronunciation is an effective strategy that should be used in English classes. In this way, it is recommended that teachers instruct and improve listening by mixing it with pronunciation.

HHHHHHHHHHHHHHHHHHHH. Usefull Suggestion for Overcoming Students Listening Comprehension Difficulties problems. They are as follows:

1. Listening activities should be provided based on the students' needs and teachers should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers.

2. Teachers should design listening tasks that arouse students' interest and help them learn listening skills and strategies. These tasks not only test the students' listening comprehension but also motivate them to use various types of listening strategies in order to gain the maximum benefits in doing their activities.

3. Teachers should provide students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.

4. Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.

5. Teachers should help their students to be familiar with the accents of different native speakers. Due to the fact that native speakers have specific accents it is necessary for students to recognize the differences between American and British accents.

6. Listening activities should be presented according to their level of complexities; that is, listening activities should be provided from the very simple texts to the lower level students and moved to the very complicated authentic materials to the advanced students.

7. Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials.

8. Teachers should give their students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.

9. Teachers should help their students to develop the necessary skills of listening comprehension like listening for understanding particular information, listening for the main ideas, explanation and inference, listening for intended meaning through providing different tasks and activities at different levels.

10. Teachers should use body language such as pointing and facial expressions to reinforce oral messages in their students.

11. Teachers should provide opportunities for developing top-down and bottom-up processing skills because top-down activities motivate students to discuss what they already know about a topic and bottom-up activities give confidence in the understanding of the components of the language such as sounds, words, intonation, and grammatical structures.

12. Teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability.

13. Teachers should be appropriately trained in speaking skills. Listening is related to good pronunciation; therefore, teachers should have good and acceptable pronunciation which can help learners to become better listeners.

14. Teachers should ask their learners to always listen to music, documentaries, and news on the radio and television, talk to native speakers[35]

CHAPTER V

CONCLUSION AND SUGGESTION

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[35] Abbas Pourhosein Gilakjani 2016, *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*, Published by Canadian Center of Science and Education ISSN 1916-4742 E-ISSN 1916-4750, p.128

A.   Conclusion

Based on the findings and discussion at the previous chapter, the researcher conclude that the achievement of student in listening comprehension is good. It prove by the students' mean score each test. The researcher give three tests of listening, 1) transcription test, 2) answer question according the video, 3) write ten information according to video. From three kinds of the test researcher getonly one mean score of the text under 50% that is writes ten information according the video. The strength of student in listening comprehension especially in transcription test and the weakness of student in listening achievement especiallywrite information according to the test.

B.   Suggestion

Based on the result of the data analysis and conclusion, the researcher proposes suggestion as follow:

1.   The English Lecturer of English Tarbiyah Faculty of IAIN Palopo can apply give the best treatment in teaching listening comprehension at the Student of fifth Semester English Education Program IAIN Palopo.

2.   For student the researcher suggested the student could apply the technique to improve their comprehension in listening such as: a) always listening English sound, b) try to do exercise listening, be aware their weakness in English Listening c) Keep an open mind, d) Listen to the word and try to picture what the speaker saying, e) Try to feel what the speaker is feeling, f) Give the speaker regular feedback.

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