

**THE LISTENING COMPETENCE OF THE FIFTH SEMESTER ENGLISH
DEPARTMENT STUDENTS OF IAIN PALOPO**

Thesis

*Submitted to English Language of S1 Faculty of Teacher Training and Education Of State
Institute for Islamic Studies in partial Fulfillment for Degree of S.Pd in English Education*



By

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2020

THESIS APPROVAL

This thesis entitled "*The Listening Competence of The Fifth Semester English Department Students of IAIN Palopo*", which is composed by *Iskandar*, Reg. Number 13.16.3.0023, SI English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo, and has been examined and defended in munaqasyah session which is carried out on **Monday, December 28th 2020 M**, coincided with **Jumadil-Ula 13th 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for undergraduate degree in English language teaching.

Palopo,

2021

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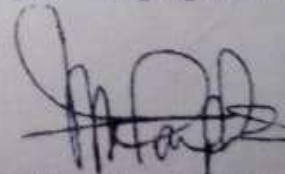
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and most merciful

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

Alhamdulillah Rabbal Alamin SWT, the writer expresses her highest gratitude to Allah SWT, the most beneficent and the most merciful, who has given His love, blessing, and mercy to finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State Institute for Islamic Studies (IAIN) Palopo. To our beloved prophet, the chosen one Muhammad SAW. Safety and peace be upon him.

In writing this thesis, many people have provided motivation, support, advice, and suggestion that helped the researcher. The writer would like to express her appreciation and thankful to all of them.

1. Dr. Abdul Pirol, M.ag. As the rector of IAIN Palopo, the first, the second, the third deputy head. All of the lecturers and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advice, and guided, during her study in IAIN Palopo.
2. Drs. Nurdin Kaso, M.pd, as the dean of Tarbiyah and teacher training faculty of the State Institute for Islamic Studies Palopo.
3. Amalia Yahya, S.E., M.Hum. As head of English Study Program and all of the Lecturers and Staff of IAIN Palopo. Always support and give the best idea, understanding English

language as the tool of social interaction between the researcher and all the people around the writer during her study at IAIN Palopo.

4. Dr. Abdul Pirol, M.Ag. as the first consultant who had given the researcher guidance, explanation, suggestion, some ideas, and correction to the researcher in finish this thesis.
5. Amalia Yahya, S.E., M.Hum. as the second consultant who had given the writer guidance, explanation, suggestion, some ideas, and correction to the researcher in finish this thesis.
6. All the lectures and Staff of IAIN Palopo who have given the researcher facilities and the references to accomplish thesis.
7. Special thanks for my beloved parents: Dg. Massengngeng and Hamlia who has given help, support, motivation, blessed, pray, and strength to finish the thesis. Thus, the writer can finish her thesis and her study in IAIN Palopo.
8. Thanks to my beloved brothers and sisters: Misrah Amd. Keb, Rosmayanti A.ma, Misbahuddin, Rosmawati, Aswar, Aswiranto and Asrul, for their support, guidance, financial and education to finish this thesis.
9. Thanks for my friends especially for Harjum, Saipullah Rahman, Siti Masyita Jufri, A. Awaluddin S.pd and Risda Aksa who have given advice and critic and have given motivation for finish this thesis.
10. Thank you very much to all of the BIG A 2013 family, and all of the researchers' friends who cannot mention one by one for their help and support as long as we are together laughing, joke hoping never forget our class and always keep in touch wherever we are, Good luck for you all.

11. All the students of the fifth semester of IAIN Palopo, for their participation as the object of research.

Finally, the researcher prays to the God, Allah SWT gives regard to all of the people who have helped the writer. And the researcher hopes this thesis can be useful and gives positive contribution for the readers and the others.

Palopo, 24 Desember 2020

The Researcher

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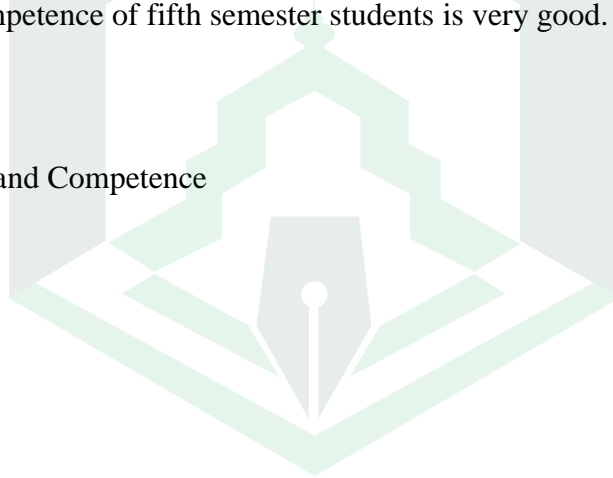
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ABSTRACT

Iskandar, 2020. *The Listening Competence of the fifth Semester Students in English Department of IAIN Palopo*. A thesis of English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institut (IAIN) Palopo. Consultan by Abdul Pirol and Amalia Yahya.

This thesis focuses on the student's competence of the fifth semester students of English department of IAIN Palopo. The problem statement of this research is: What is the listening competence of the fifth semester English Students of IAIN Palopo?. The purpose of the research is investigating the competence of listening to the fifth semester students English Department. The researcher applied quantitative method. The number of population in this research was the fifth semester where consist of 125 students. The researcher used purposive sampling and took 20 students as sample. Base on the research, the listening competence of fifth semester students is very good.

Key Words: Listening and Competence



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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 sound¹.

Listening ability in the context of English teaching and learning is one of four skills in which the students need to master it. However, some studies founds that the students faced some difficulties such as quality of recorded material, cultural differences, accent, unfamiliar vocabulary, length and speed of the listening, physical conditions, and lack of concentration².

Rost said that “Listening is an important role in second language instruction for several reasons”³. If you cannot hear it well you will find it hard to communicate or perhaps you cannot pass your listening examination for instance. In fact, students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner’s perception of their listening problem and strategies can affect their comprehension both positively and negatively⁴.

¹Valder E. pierce, “ *Teaching Strategies for Developing Oral language Skill*”, English Teaching Forum. Vol: xxvi, 1998. P. 13

²Mustafa Azmi Bingol, “*Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class*”, WJIS: Ishik University of Iraq ,vol. 4, no.4, p. 3-4.

³Michael Rost,*Listening*,(London: Longman.1994), p 141-142.

⁴Anita L. Wenden, “*What Do Second Language Learners know about their language learning? A second look at retrospective accounts. Applied Linguistics*”, Oxford University Press: York college, University of New York, vol.7, No. 2, 1989, p. 186

According to Yagang, the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Furthermore, a numbers of research have been carried out to pick out the problem in listening⁵. The problems were believed to cause by the speech rate, vocabulary and pronunciation⁶.

Based on explanation on it, the researcher also fine the problems in listening learning in many first students in English Departement of IAIN Palopo such as they do not know what they are listen and do not understand the message from the speaker, knowledge about pronounce, lack of vocabulary, do not know unfamiliar vocabulary⁷. In another problem face by student are the difficult to distinguish certain sounds in words. Beside that, the lack of focus on listening, making them think that the sound they are hearing to fast. So the conclusion from this problem is many second students in 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 pronunciation knowledge.

Considering the statement above, the researcher will carry out the research under the title ***“The Listening Competence of the fifth Semester Students in English Department of IAIN Palopo”*** to know the Competence of the students in listening understanding.

⁵ Fan Yagang, “Listening: Problem and Solution”, online, <https://valrc.org> accessed on January 9th 2018.

⁶Higgins, J.M.D., “Facilitating Listening in Second Language Classrooms Through the Manipulation of Temporal Variables”. (Unpublished doctoral thesis, University of Kent at Canterbury 1995).

⁷Tiaran Rindi Antika, “The Difficulties Faced By Fourth Semester Students In English Department Of Iain Palopo Academic Year 2018 In Listening Of Homophone Word”, (Thesis of Teacher Training and Education Faculty of Universitas Bengkulu, 2018), p. 60

A. *Research Question*

Based on the background of the study above, the researcher will try to answer the questions “how is the listening competence of the fifth semester students in English department of IAIN Palopo?”

B. *Objective of The Research*

Based on the problem statement, the objective of the research to investigate the competence in listening to the fifth semester students English Department students of IAIN Palopo

C. *Significant of The Research*

The significances of this research expected to be useful information to:

1. To the students: as source of information to solve their problem and improve their listening skill.
2. To the teacher: as a reference to improve listening teaching and learning process.
3. To the other researchers: to give information and contribution about listening research.

D. *Scope of The Research*

To avoid misunderstanding, the scope of the research is student level competence in listening understanding. The limits focus of this research in fifth semester students in English Department of IAIN and focus in listening understanding.

CHAPTER II

REVIEW AND LITERATURE RELATED

A. *The Concept of The Listening*

The teaching of listening skill will follow the methodological model in the somewhat as for teaching or reading. But training students in listening skill have a problem for both teacher and student which are not found with reading material. Listening comprehension as a skill certainly shares many similarities with reading, but the different are most importantly, the text itself different⁸.

Some people are still confused about the meaning of listening comprehension. They think that comprehension message in listening that ought to be achieved 100 percent comprehension. And they are failing to catch or organize a word of expression when they are listening. They have such perception because they do not know how to understand the message. They do not know how to comprehend the message because they not know what exactly listening comprehension.

B. *Definition of listening*

There was many definitions of listening has been defined by some researchers in language learning.

⁸ Jeremy Harmer, *The Practice of English Language Teaching*. (New ED.USA: Longman, 1991), p. 211

Listening is a complex problem solving skill and it is more than just perception of the sound. Listening includes comprehension of meaning word, phrases, clauses, sentences and connected discourse⁹.

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 we create a significance¹⁰. 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 reading¹¹.

According Nurpita, some definitions of listening ability proposed by some experts as follows:

1. Listening is a complex operation integrating the destined component perception and linguistic knowledge in ways which are at present poorly understood.
2. Listening is listening with understanding it emphasize language skill beyond basic auditory discrimination and oral grammar.
3. Listening comprehension is comprehension process in which we grips 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.

⁹Oxford, R. L, *Research Update on teaching L2 Listening Sistem*, (1993)

¹⁰Hasyuni “ *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*”. (Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu, 2006),. p. 8.

¹¹*Ibid.*

Those definition of listening comprehension is listening with understanding which try to get information by hearing what the speaker said¹².

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.

C. 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:

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, summering, and long gap-filling.

¹²Nurpita, "*The Ability of the Fourth Semester's of English Department of STAIN Palopo in Listening Comprehension*", Thesis (STAIN Palopo, 2006), p 8-9.

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 interpretation¹³.

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

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 summary¹⁴.

According to Douglas Brown, there are some types of listening, that available for teaching listening skill in classroom, they are:

1. Reactive

Is the kind of listening performance requires, little meaning full processing in communicative classroom.

2. Intensive

¹³Penny Ur , “A Course In Language Teaching: Practice And Theoy”.(Cambridge Univercity Press: 1996)p. 113.

¹⁴PolyU ELC, “Listening Material”, online, The Internet Journal: http://www.google.com/seach?q=Jurnal+improving+listening+skill+by+using+song+&gws_rd=ssl. Accessed on January 9th2018.

Technique whose only purpose is to focus on components (phonemes words, intonation, discourse, and marker).

3. Responsive

A significant proportion of classroom listening activity consist of short stretches of teacher talk designed to elicited immediate response.

4. Selective

Stretches of discourse such as monologues of couple a minutes of considerably longer, the task of the students is not to process everything that was said, but rather to seen the material selectively for certain information.

5. Extensive

Extensive performances could range from listening to lengthy lectures, to listening conversation and deriving a comprehensive message of purpose.

6. Interactive

This is listening performance that can include all five of above types of learners activity participate in discussion, debates, conversation, role-plays, and other pair group work¹⁵.

D. *Material in Listening Skill*

Puspita said that, the material is very important for the students to improve their listening skill. A suitable material can make the student want to learn. The material which suitable with the student have to interesting, in the right level of student difficulty, and presented in various

¹⁵Douglas Brown, *Teaching By Principle*, (San Francisco: Prentice Hall Regents, 1994), p 242-244.

activities¹⁶. The interesting material that are familiar meaningful and various should be provided for the students. It can help them to understand more easily.

Beside that, the material should be as natural as possible in order that student can practice and imitate the original voice from the speakers. Listening material should consist of sample of natural language from as many different sources as possible, so the student will have experience with many varieties of topics and situation¹⁷.

E. *The difference between listening and hearing*

Maybe many people think listening and hearing mean the same; probably they do not know that there is a big difference between hearing and listening, through these to function are performed with the same organ (the ear). For this reason it is important to analyze these to processes.

The following chart shows the points of differences between hearing and listening¹⁸:

Table 2.1

Point of differences	Hearing	Listening
1. Differences	Receiving any message through ears is known as hearing.	On the other hand explanation of the received message can be

¹⁶Hasyuni “ *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*”. (Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu, 2006),. P. 4

¹⁷*Ibid*

¹⁸ Cindy Mariellaet. al., “*The Use of Strategies in The Development of The Listening Comprehension Skill in Intensive Intermediate English I Students at The Foreign Language Department*”, final research report, (San Salvador: University of El Salvador, 2015) p. 11

		labeled as listening.
2. Position in the listening process	It is first step of listening process	It is the next step of listening process.
3. Function	Function of hearing is just to receive the verbal message.	Listening involves decoding or interpretation of the message.
4. Consciousness	Consciousness is not required in hearing.	On the other hand listening is a conscious human behavior.

Hearing is through ears, but listening is through the mind. The two activities hearing and listening involve the use of ears, but they are different. Hearing is when the people experience the sound waves and noise by ears, but listening is when the people receive the sound waves and understand it by paying full attention to the words and sentences of the speaker.

Hearing is natural ability or an inborn trait that allows us to recognize sound through ears by catching vibrations. In simple terms, it is one of the five senses; that makes us aware of the sound. It is a voluntary process, whereby a person receives sound vibrations continuously. A normal human being's hearing capability ranges from 20 to 20000 Hertz, called as audio or sonic. Any frequency above and below the given range is known as ultrasonic and infrasonic respectively.

Listening is defined as the learned skill, in which we can receive sound through ears, and transform them into meaningful messages. To put simply, it is the process of diligently hearing and interpreting the meaning of words and sentences spoken by the speaker, during the

conversation. Listening is a bit difficult, because it requires concentration, attention, and the human mind easily distracted.

This is a comparison chart differences between hearing and listening¹⁹:

Table 2.2

Basis for comparison	Hearing	Listening
Meaning	Hearing refers to one's ability to perceive sounds, by receiving vibrations through ears.	Listening is something done consciously, that involve the analysis and understanding of the sounds hear.
What is it?	An ability	A skill
Nature	Primary and continuous	Secondary and temporary
Act	Physiological	Psychological
Involves	Receipt of message through ear	Interpretation of the message receive by ears
Process	Passive bodily process	Active mental process
Occurs at	Subconscious level	Conscious level
Use of sense	Only one	More than one
Reason	We are neither aware we have any control over the sounds hear	We listen to acquire knowledge and receive information.

¹⁹Surbhi S, "Difference Between Hearing and Listening", online, <http://keydifferences.com/difference-between-hearing-and-listening.html> accessed on January 7th 2018.

Concentration	No required	Required
---------------	-------------	----------

Based explanation, we can know that listening is one step ahead of the hearing and hearing is simply the ability to hear.

F. *Difficulties of 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.

Beside that there are several problems which may appear during and before listening: Quality of recorded material, Cultural differences, Accent, Unfamiliar Vocabulary, Length and speed of listening, Physical conditions and Lack of concentration²⁰. Very many problem faced by student in listening.

“Brown and Yule, suggest that there are four clusters of factors which can affect the difficulty of oral task: these relate to the speaker (how many there are, how quickly they speak, what types of accent they have): the listener (the role of listener whether a participant or eavesdropper, the level of response required, the individual interest in the subject); the content

²⁰ Mustafa Azmi Bingol, *Journal of Educational and Instructional Studies in the World: Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class*, WJIS:Ishiq University Iraq. vol. 4, no. 4, 2014.p. 3.

(grammar, vocabulary, information structure, background knowledge assumed); support (whether there are picture, diagrams or other visual aids to support the text)”²¹.

Fortunately, there has been considerable work done in recent years on the factors which create difficulty for listener and speakers, there are some characteristics of the factors that make listening difficult according to Douglas Brown, they are²²:

1. Clustering

In writing language, we are conditioned to attend to the sentence as the basic unit of organization. In spoken language, due to memory limitations and our predisposition for “chunking” or clustering, we break down speech into smaller groups of words. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension. In teaching listening comprehension, therefore you need to help students to pick out manageable clusters of words. Sometimes second language learners will try to retain overly long constituents or they will err in the other direction in trying to attend to every word in an utterance²³.

2. Redundancy

The spoken language is different from written language, has a good deal of redundancy. The next time you are in a conversation notice the rephrasing repetitions, elaboration, and the insertion of “I mean” and “you know” here and there. Such redundancy helps the hearer to process meaning by offering more time and extra information.

3. Reduced forms

²¹ David Numan, *Language Teaching Methodology*, (Textbook for Teacher. Gal 24)

²² Douglas Brown, *Teaching By Principle*, (San Francisco: Prentice Hall Regents), p. 238-240.

²³ David Numan, *Language Testing Methodology*, (Sidney: Prentice Hall International, 1981), p25.

The spoken language does indeed contain a good deal of redundancy; it also has many reduced forms. Reduction can be phonological ('Djeetyet? For "did you eat yet?"), morphological (contractions like "I,Il"). Syntactic (elliptical forms like "when will you back?" tomorrow, maybe"), or pragmatic (phone ring in a house, child answers, cups the telephone and yell to another room in the house, "Mom! Phone!").

4. Performance variables

Native listeners are conditioned from very young ages to "weed out such performance variables whereas that can easily interfere with comprehension in second language learners.

5. Colloquial language

Learners who have been exposed to standard written English and or textbook language sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, shared cultural knowledge are all manifested at some point in conversations. Colloquialisms appear in both monologues and dialogues.

6. Rate of delivery

Virtually every language learner initially thinks that native speakers speak too fast! Actually as Richards (1983) point out, the number and length of pauses used by a speaker is more to comprehension than sheer speed.

7. Stress, rhythm, and intonation

The prosodies features of the English Language are very important for comprehension. As a stress-timed language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points the sentence. "The PREesidents is INTerested in eLLMinating the embargo". With four stressed syllable out of 18 theoretically takes about the same amount of time to utter as "Dead men wear plaid". Also, intonation patterns are very

significance not just for interpreting such straightforward elements as questions and statements and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.

8. Interaction

Unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcasts or attending lectures, interaction will play a large role in listening comprehension. Conversation is especially subject to all the rules of interaction negotiation, clarification, attending signals, turn taking and topic nomination, maintenance and termination.

G. *Listening Strategies*

Listening comprehension is the basis for speaking, writing, and reading skills. To train listening skills, it is important to listen actively, which means to actively pay attention to what we are listening to. Besides that, strategies need to make our activity easier.

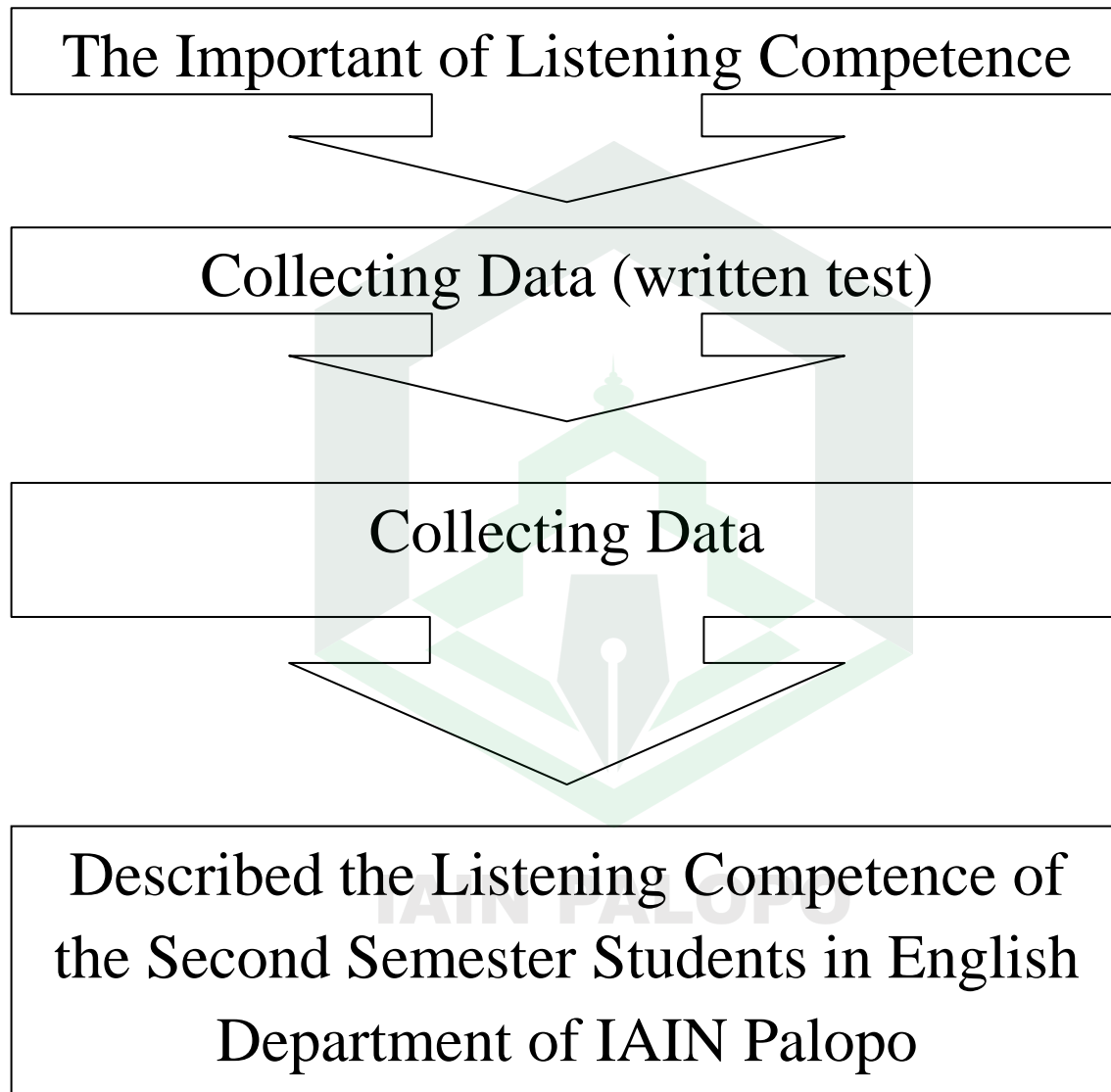
There are different types of listening:

1. Listening for gist: you listen to understand the main idea of the text.
2. Listening for specific information: you want to find out specific details, for example key word.
3. Listening for detailed information: you want to understand all the information the text provides.

H. *Conceptual framework*

The conceptual framework shows the process of the research to know the listening competence student. In this research, the research focused on the listening competence of the

second semester student. Researcher collects the student written from a test that researcher gave listening test. The conceptual framework in this research is bellow:



CHAPTER III

RESEARCH METHOD

A. Method of Research

This research will use quantitative method, this quantitative researcher is conducted to investigate the listening competence of the fifth semester students in English Department students of IAIN Palopo.

B. Operational Definition ?

1. Listening is one of skills to pay attention somebody or something that are listen so that the message can be accept and understanding.
2. According to Finch and crunkilton (1999), competence is mastery of a task, skill, attitudes, and appreciation needed to support success²⁴

C. Population and Sample

1. Population

The population of this research is the second semester students in English Department of IAIN Palopo. They are divided into four classes (Class A 32 students, Class B 30 students, Class C 32 students and Class D 31 students) academic year 2018, so the populations are 125 students.

2. Sample

In this research, the researcher will use simple random sampling, so every student will have same opportunity to be sample. The researcher will take 5 students every class, so the sample is 20 students in fifth semester students English Department of IAIN Palopo

²⁴ Dwi Rahdiyanta. Pembelajaran Berbasis kompetensi (*Competency Based Training*) Di sekolah menengah Kejuruan. Universitas negeri Yogyakarta. P. 4

D. Instrument of the Research

The instrument of the researcher was writing test. The test was used to find out the competence student in listening.

E. Procedure of Collecting Data

In collecting data, the researcher will use some procedures as follows:

1. The researcher explained about how to the answer test,
2. The researcher conducted test. The time for answer test is 15-20 minutes
3. The researcher analyzed the result of the test.

F. Technique of Data Analysis

The data analysis test involves some steps that are elaborated as follows:

1. Scoring the students answer from the given test, with formula:

$$Score = \frac{Studentscorrectanswer}{totalitem} \times 100$$

2. The student's score then will be classified into five levels as follows:

To understand the level of classifying the students score into the following criteria:

Table 3.1

No.	score	Classification
1.	80-100	Excellent
2.	66-79	Good
3.	56-65	Average
4.	40-55	Poor
5.	0-39	Fairly poor

3. Classifying the students score by using percentage:

$$Percentage = \frac{\text{number frequency of respondent answer}}{\text{number of responden}} \times 100\%$$



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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with findings and discussions about the result of the research which has been found explained based on the researcher question.

A. Findings

In this part, the researcher presents about the result of the students' competence in listening skill which had been gotten when the researcher did the researcher about the competence of the Fifth semester English department of IAIN Palopo in listening.

Table below shows the result of the students' skill on listening

Finding through the test

The complete students score of the listening competence of the Fifth semester students in English department of IAIN Palopo

Table 4.1

<i>Z</i>	<i>respondent</i>	<i>Unit</i>										<i>Students score</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	
1	R1	8	10	10	9	10	8	8	10	10	10	93
2	R2	5	10	8	5	8	7	5	9	6	10	73
3	R3	8	10	9	7	9	8	6	9	10	10	86
4	R4	4	9	8	4	9	8	6	10	7	9	74
3	R5	10	9	9	6	9	8	8	10	9	9	87
6	R6	10	10	5	8	7	9	9	9	7	9	83

7	R7	10	10	9	7	9	8	8	10	7	9	87
8	R8	5	10	9	8	9	8	6	9	10	10	84
9	R9	10	10	10	10	9	8	9	10	10	10	96
10	R10	10	10	10	9	5	8	7	10	10	10	89
11	R11	5	10	9	7	9	8	8	9	7	10	87
12	R12	10	10	9	9	8	8	7	10	10	10	84
13	R13	10	10	3	9	10	8	8	10	10	8	86
14	R14	10	10	3	9	10	8	6	10	10	8	84
15	R15	8	10	9	5	6	8	7	9	9	9	80
16	R16	8	10	5	8	7	8	6	8	5	10	71
17	R17	10	10	10	10	10	8	9	9	10	10	96
18	R18	10	9	10	10	10	7	8	10	10	10	94
19	R19	10	5	9	6	8	9	8	8	6	10	50
20	R20	10	10	8	7	9	8	8	10	10	10	90
	Total	17	19	16	15	171	16	147	18	17	191	1674
		1	2	2	3		8		9	3		
	Mean	8,5	9,6	8,1	7,6	8,55	8,4	7,35	9,4	8,6	9,55	83,7
		5			1				8	5		

From the table 4.1, the mean score of the listening competence 83,7

Classifying the students score by using percentage:

$$\text{Percentage} = \frac{\text{number frequency of respondent answer}}{\text{number of responden}} \times 100\%$$

Table 4.2

No	Classification	Score	Frequency	Percentage
1	Very Good	80 – 100	16	80%
2	Good	66 – 79	3	15%
3	Fair	56 – 65	-	-
4	Poor	40 – 55	1	5%
5	Very Poor	0 – 39	-	-
	Total		20	100%

B. Discussion

In this section, the researcher presented the result of data analysis in findings. It discussed the students' listening competence of the Fifth-semester students of English department of IAIN Palopo

Unit 1

Unit 1 test contains 2 parts of the listening test, each of which contains 5 questions.

Listening 1, students answered correctly on question number 1 as many as 20 people (100%), question number 2 was 20 people (100%), question number 3 was 20 people (100%), question number 4 was 19 people (95%) and 1 person (5%) who answered wrongly and 20 people (100%) answered correctly.

Listening 2, there were 2 questions given to respondents, 11 students (55%) who answered correctly in question number 1 and 8 people (40%) who answered incorrectly and 1 person (5%) who did not answer the questions. In question number 2, there were 7 students with correct answers (35%) and 12 students with wrong answers (60%) and 1 student (5%) who did not answer.

Unit 2

Unit 2 test is divided into 2 listening tests, each of which consists of 5 questions.

Listening 1, there were 16 students with correct answers (80%). In question number 3, there were 19 students with correct answers (95%) and students whose answers were wrong as many as 1 person (5%). In questions 2, 4 and 5, 20 students (100%) had the correct answer.

Listening 2, all the questions given to student have the same result, namely 19 people (95%) have the correct answer and 1 person (5%) the answer is wrong.

Unit 3

Unit 3 test is divided into 2 listening tests, each of which consists of 5 questions.

Listening 1, in the test question number 1, 17 students (85%) had correct answers and 3 students (15%) had wrong answers. In the question number 2 test, 13 students (65%) had correct answers and 7 (35%) students whose answers were wrong. In test number 3, 17 students (85%) had correct answers and 3 (15%) students whose answers were wrong. Questions number 4 and 5 have the same value, namely 18 students (90%) have the correct answer and 2 students (10%) the answer is wrong.

Listening 2, in test number 1, 17 students (85%) had correct answers and 3 students (15%) had incorrect answers. In the question number 2 test, 16 students (80%) had correct answers and 4 students (20%) had wrong answers. In the test question number 3, 13 students (65%) had correct answers and 7 students (35%) had wrong answers. In the test question number 4, 16 students (80%) had the correct answer and 4 students (20%) had the wrong answer. In the question number 5 test, 15 students (75%) had the correct answer and 5 students (25%) had the wrong answer.

Unit 4

Unit 4 test is divided into 2 listening tests, each of which consists of 5 questions.

Listening 1, in the test question number 1, 19 students (95%) had correct answers and 1 student (5%) answered incorrectly. In the test question number 2, 18 students (90%) had correct answers and 2 students (10%) answered incorrectly. In the test question number 3, 15 students (75%) had correct answers and 5 students (52%) answered incorrectly. In the test question number 4, 7 students (35%) had correct answers and 13 students (63%) answered incorrectly. In the test question number 5, 10 students (50%) and 10 students (50%) answered incorrectly.

Listening 2, in the test question number 1, 14 students (70%) had the correct answer and 6 students (30%) had incorrectly answers. In the question number 2 test, 17 students (85%) had correct answers and 3 students (15%) had incorrectly answers. In test number 3, all students (100%) answered correctly. In the test question number 4, 18 students (90%) had the correct answer and 2 students (10%) had incorreclyt answers. In the question number 5 test, 15 students (75%) had the correct answer and 5 students (25%) had incorrectly answers

Unit 5

Unit 2 test is divided into 2 test listening 1 consists of 5 questions and listening test 2 consists of 2 questions.

Listening 1, in the question number 1 test, 16 students (80%) had the correct answer and 4 students (20%) had incorrectly answers. In the question number 2 test, there were 1 student (5%) who answered correctly and 19 students (95%) had incorrectly answers. In the test question number 3, 18 students (90%) had the correct answer and 2 students (10%) had incorrectly answers. In tests 4 and 5, all students (100%) answered correctly.

Listening 2, in the test question number 1, 10 students (50%) had correct answers and 10 students (50%) answered incorrectly. In the test question number 1, 9 students (45%) had correct answers and 11 students (55%) answered incorrectly.

Unit 6

Unit 6 test is divided into 2 listening tests, each of which consists of 5 questions.

Listening 1, in this test all students answered correctly from all questions 1-5.

Listening 2, in the test question number 1, 18 students (90%) had correct answers and 2 students (10%) answered incorrectly. In test question number 2, 17 students (85%) had correct answers and 3 students (15%) answered incorrectly. In the test question number 3, 8 students (40%) had correct answers and 12 students (60%) answered incorrectly. In test question number 4, 19 students (95%) had correct answers and 1 student (5%) answered incorrectly. In the test question number 5, 18 students (90%) had correct answers and 2 students (10%) answered incorrectly.

Unit 7

Unit 7 test is divided into 2 listening tests, each of which consists of 5 questions

Listening 1, in the test question number 1, 17 students (85%) had correct answers and 3 students (15%) answered incorrectly. In the test question number 2, 18 students (90%) had correct answers and 2 students (10%) answered incorrectly. In the test question number 3, 8 students (40%) had correct answers and 12 students (60%) answered incorrectly. In the test question number 4, 17 students (85%) had correct answers and 3 students (15%) answered incorrectly. In the test question number 5, 13 students (65%) had correct answers and 7 students (35%) answered incorrectly.

Listening 2, in the test question number 1, 16 students (80%) had correct answers and 4 students (20%) answered incorrectly. In test question number 2, 17 students (85%) answered correctly and 3 students (13%) answered incorrectly. In the test question number 3, 18 students (90%) had correct answers and 2 students (10%) answered incorrectly. In the test questions number 4 and 5, 17 students (85%) had correct answers and 2 students (15%) answered incorrectly.

Unit 8

Unit 8 test is divided into 2 listening tests, each of which consists of 5 questions.

Listening 1, in this test all students answered correctly all questions 1-5.

Listening 2, in tests 1 and 2, all students answered correctly. In the test question number 3, 19 students (95%) had correct answers and 1 student (5%) answered incorrectly. In the test question number 4, 17 students (85%) had correct answers and 3 students (15%) answered

incorrectly. In the test question number 5, 11 students (55%) had correct answers and 3 students (45%) answered incorrectly.

Unit 9

Unit 9 test is divided into 2 listening tests, each of which consists of 5 questions. Listening 1, in tests 1 and 4, 19 students (95%) answered correctly and 1 student (5%) who answered incorrectly. In test question number 2, 17 students (85%) had correct answers and 3 students (15%) answered incorrectly. In the test question number 3, 15 students (75%) had correct answers and 5 students (25%) answered incorrectly. In the test question number 4, 19 students (85%) had correct answers and 1 student (1%) answered incorrectly. In the test question number 5, 18 students (90%) and 2 students (10%) answered incorrectly.

Listening 2, in the test questions number 1 and 5, 17 students (85%) had correct answers and 3 students (15%) answered incorrectly. In the question number 2 test, 12 students (60%) had correct answers and 8 students (40%) answered incorrectly. In the test question number 3, 19 students (95%) had correct answers and 1 student (1%) answered incorrectly. In the test question number 4, 15 students (75%) had correct answers and 5 students (25%) answered incorrectly.

Unit 10

Unit 10 test is divided into 2 listening tests, each of which consists of 5 questions.

Listening 1, in the test questions 1, 3 and 4, all students answered correctly. In the tests on questions 2 and 5, 18 students (90%) had correct answers and 2 students (10%) answered incorrectly.

Listening 2, in test questions 1 and 5, all students answered correctly. In the question number 2 test, 15 students (75%) had correct answers and 5 students (25%) answered incorrectly. On the number test, 19 students (95%) had correct answers and 1 student (5%) answered incorrectly. In the test question number 4, 18 students (90%) had correct answers and 2 students (10%) answered incorrectly. In the test question number 4, 15 students (75%) had correct answers and 5 students (25%) answered incorrectly.

Based on the result of fifth semester students test, students' listening skills are in the very good category, but most students experience incorrect to prediction such as listening to telephone number (unit 1 listening 2). In this test, the total students who answered correctly was 7 students and 13 students who answered incorrectly. This is due to the rate at which the speaker delivers the message. According Underwood (1990), the difficulty experienced by students in listening is the students cannot control the speed of the speaker in conveying the message and the students does not have the opportunity to ask the speaker to repeat the message conveyed.²⁵



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²⁵ Dewi Kurniawati, *Study Tentang Faktor-Faktor Penyebab Kesulitan menyimak Bahasa Inggris Pada Mahasiswa Semester III PBI IAIN Raden Intan Lampung Tahun Ajaran 2015/2016*. P. 10

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description above, it can be concluded that the value obtained by the fifth semester students with an average of 83,7 where the highest score obtained is 96 and the lowest score is 50. Based on the classification of the obtained, 16 students (80%) obtained the very good category, 3 students (15%) got the good category and 1 student (5%) got the poor category. So it can concluded that the average listening competence of fifth semester students is very good.

B. Suggestions

Based on the research results and conclusion, the researcher can provide the following suggestions:

1. For the teacher

For teacher who teach listening course are expected to maintain or even further improve students' listening skills.

2. For the students

The listening ability of students is very good, but there are still some students who do not understand what they are listening to in terms of numbers and time, so it is recommended to improve listening skills related to numbers and time.

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➤ Time explain and doing test

