

**The First Year Students' Ability in Listening and Understanding Dialogues
at SMPN 4 Talang Kelapa**

A Thesis by

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Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
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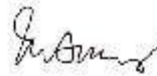
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DECLARATION

I, the undersigned,

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Guarantee that this thesis entitled "The First Year Students' Ability in Listening and Understanding Dialogues at SMPN 4 Talang Kelapa" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17,2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, July 2023

The Undersigned,



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DEDICATION

This thesis is dedicated to :

1. My beloved parents, Mr. Sinung Widodo and Mrs.Yuliana who always loved and supported me in completing this education.
2. My dearest brother, Muhammad Faiz Hunafa who always motivated me in every situation.
3. My beloved big families, especially my aunt, Sri Wijayanti S.Pd who always helped and made me happy in every condition.

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

- QS Al Baqarah 286 -

ACKNOWLEDGEMENTS

By the grace of Allah SWT, this thesis entitled "The First Year Students' Ability in Listening and Understanding The Dialogue at SMPN 4 Talang Kelapa" could be completed as the requirement for acquiring the bachelor degree at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

The writer would love to express the highest gratitude to her advisor, Dra. Rita Hayati, M.A., for her advices, suggestions, guidances, patiences and dedications in guiding the writer to finish this study. The writer is also very grateful to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University, Dr. Hartono, M.A., and the Head of English Education Study Program, Eryansyah, M.A., PH.D. for their assistance in administrative matters. Unforgettably, the greatest gratitude addressed to all lecturers who kindly taught the writer during her study.

Moreover, the writer would like to dedicate her deepest gratitude to her parents and the whole of family for always supporting and praying for her success. The writer also would like to thank her best friends, Adinda, Adisty, Ratih, Witry, and Doni who always help and motivate her in every situation and condition.

Lastly, the greatest appreciation from the writer to the students and teachers of SMPN 4 Talang Kelapa who haven given permission to collect the data, all students of English Education Study Program 2019, Faculty of Teacher Training and Education who have gone through ups and downs together, and everyone who always helps and supports her in any condition. Finally, the researcher hopes that this thesis will be beneficial to everyone who needs it.

Palembang, July 2023

The Writer,



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**The First Year Students' Ability in Listening and Understanding Dialogues
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ABSTRACT

Listening comprehension is a crucial part of language learning. Dialogue is one of communication tool. This study aims to find out how far the seventh grade students at SMPN 4 Talang Kelapa understand dialogues and to know the factors that cause their difficulties in understanding dialogues and how to overcome them. This case study collected the data by conducting questionnaire and listening through dialogue. The data were collected using the qualitative approach. The result showed most of the students from the selected population were classified as good in listening to the dialogue. The result shows that there were many factors to be influential in students' listening skill through the dialogue; such as the lack of students' concentration, the lack students' understanding vocabulary, and so on. However, the many factors affected difficulties in listening can be minimized with several solutions such as listening practice, reading more, remembering new vocabulary along with its pronunciation also writing.

Keyword: *Listening comprehension through dialogues, listening difficulty factor, student of junior high school*

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CHAPTER I

INTRODUCTION

This chapter contains The Background of The Research, Research Questions, Research Objectives, and The Significance of The Research.

1.1 Background of the Research

English is an international language which is very important to learn. English needs to be taught from an early age to old age. There are four skills in English namely, Listening, Writing, Reading, Speaking, and several additional features namely, Grammar, Vocabulary and Pronunciation.

Many people assume that Listening is one of the most difficult skills in English. Listening comprehension is a crucial part of language learning. Listening is giving attention to a sound or action. When listening, a person hears what others are saying and tries to understand what it means. The act of listening involves complex affective, cognitive and behavioral processes. Affective processes include the motivation to listen to others, cognitive processes include attending to, understanding, receiving and interpreting content and relational messages, and behavioral processes include responding to others with verbal and nonverbal feedback. According to Pourhosein Gilakjani and Ahmadi (2011), listening plays an important role in the communication process. Furthermore, Hamouda (2013) expressed that listening is the most frequently used skill in the language classrooms. Therefore, it is obvious that listening is very important for the lives of students since it is used as a means of learning at all phases of instruction. Despite its significance in foreign language learning, the instruction of listening comprehension has been overlooked in many EFL classes.

According to Ziane (2011), listening has a significant effect on developing speaking. That is, we cannot develop our speaking ability unless we develop our listening skill. If students have a good listening ability in

English language, it would be very easy for them to listen to the radio, to study, watch films, or communicate with foreigners. Listening seems difficult because students have to do two activities namely listening and writing at the same time. The level of the listeners ability and the lack of quality of some recorded materials or sound system used during the classes can have a significant role when they listen to long parts and keep all information in their mind, it may impact the learner's listening abilities (Azmi et al., 2014).

Gilakjani and Ahmadi (2011) added that formal education tends to focus more on the grammar, reading and vocabulary. However, in reality Cahyono and Widiati (2009) said that listening is the primary skill in language acquisition in which a child usually listens before he or she is able to speak, read and write. Moreover, Rintaningrum (2018) specifies that when listening, students not only have to listen to the speakers, but they also have to be able to decide the correct answer while listening, if they do not, they will miss the session. Listening is often to be scary thing for student and toefl exam participant. Most of the exam participant having nervousness when in the listening session. Many people are confused when they have listening test, they are not able to remember the dialog, and they do not know what to do and how to listen in English well.

As for other reasons why listening in English is difficult :

1. Less understanding about English accent

In English there are two accents, British accent and American accent.

2. Lack of concentration in listening

Listening requires sufficient concentration. It needs to practice concentration by listening more to what is conveyed by the native speakers.

3. Lack of vocabulary and pronunciation

If the vocabulary is lacking and you do not know how to pronounce it, listening will be more difficult to understand. In listening it is not enough to just understand vocabulary, but it is necessary to know the pronunciation according to what is said by native speakers.

4. Interpret words

English is different from Indonesian. In Indonesian, one word can be interpreted while in English a word will experience a difference in meaning if it is combined with certain words. Therefore, understanding phrases and sentences needs to be paid attention to carefully, and do not understand speech in words.

5. Unable to distinguish words and sounds

In listening you will find sounds that are similar but have different meanings. To understand listening on these words, it is necessary to observe the context of the sentence so that the real word can be understood.

Listening is an invisible process because it is difficult to describe. Listening in the general terms is described as the act of hearing. The definition only alludes to listening as a neurological event. Listening involves many invisible mental processes to understand foreign language (Rost, 2011). There are several aspects that have emerged that contribute to a better understanding of the nature of listening comprehension (Rost, 2011).

These aspects include :

1. Receptive

Receiving what the speaker says, getting the speaker's idea, and receiving the transfer of image, impressions, thoughts from the speaker.

2. Constructive

Constructing and representing meaning. Catching what is in a speaker's mind.

3. Collaborative

Negotiating meaning and responding to what the speaker has said, signaling to the

speaker which ideas are clear and acceptable.

4. Transformative

Creating meaning through involvement, empathy, and imagination.

English is a compulsory subject at the junior and senior high school level. In all lessons, there must be a curriculum that is used as a reference in the teaching and learning process. Currently the curriculum used in teaching is the 2013 curriculum. The standard contents of the English curriculum cover the four language skills in the form of listening, speaking, reading and writing.

All of these language skills begin to be taught when students start learning English. When a student starts learning English in junior high school, the first skill to be learned is listening. At this stage students are trained to listen to a lot of English words or sentences spoken by the teacher or through other media. Through listening, at this stage students are expected to be able to obtain a lot of input regarding vocabulary in English.

Yun Kul (2010) states that by listening, language skills, language use, and vocabulary will also increase. To accommodate this, the English subject curriculum in junior high schools should emphasize listening first before other skills. This emphasis on listening is called the Listening-First Approach. Student who learns a foreign language should have good listening skills first before learning speaking skills. The Listening-First Approach curriculum should be applied to junior high school students in

grades 7 and 8 where students generally learn English starting in grade 7 of junior high school. In this curriculum students are given the opportunity to listen as much as possible.

Based on the data from the Ministry of Education and Culture at SMPN 4 Talang Kelapa (2023), this school uses the 2013 curriculum for grades 8 and 9, while the Merdeka curriculum for grades 7. Listening material is taught in both curriculums, in the 2013 curriculum separately taught while in the Merdeka curriculum they are combined in one unit called learning achievement.

The differences between the two curriculum are:

2013 Curriculum:

- The learning approach uses one approach, namely a scientific approach for all subjects
- In general, learning is focused only on intra-curricular (face-to-face), for co-curriculars a maximum learning load of 50 percent is allocated outside of face-to-face hours, but it is not required in the form of specially planned activities, so that it is generally left to the creativity of the supporting teacher.

Merdeka Curriculum:

- Strengthen differentiated learning according to the stage of student achievement
- A combination of intra-curricular learning (approximately 70-80 percent of lesson hours) and co-curricular through a project to strengthen the Pancasila student profile (approximately 20-30 percent of lesson hours)

Many students still struggle to grasp or even comprehend the words or sentences uttered in English verbally by interlocutors. This means that their English listening abilities are still weak, and their vocabulary is also limited.

In relation to listening, before giving the students some listening practice, the teachers introduce some new words used in the practice as the scaffolding. Definitely, the implementation of this idea helps the students get through the listening practice.

Difficulties in listening are still a problem faced in learning listening to junior and senior high school students, that made the writer interested in researching the title on this matter. This is reinforced by the many articles and previous research that is still examine the difficulty factor in listening, even the latest research from Nurinda (2022) still discusses the difficulty factoring students' listening skills. This indicates that listening difficulties are still a big problem in the learning process for junior and senior high school students.

Dialogue is one of communication tool. It means that dialogue can be the material of listening that will increase not only the students' listening ability but also their communication ability. As a tool in communication dialogue can be used to make students' communication skill get better. According to Ur "Dialogue is a good way to get learners to practice saying target language utterances without hesitation within a wide variety of context". It means that the use of dialogue as material in listening will lead the students to communicate in English with their friends. Moreover, it will encourage them to speak to the native without hesitation. Therefore, it can be concluded that listening to the dialogue is crucial for students. It must be taught at the school because the teachers will not only improve the students' listening ability but also speaking and their communication skill simultaneously or in idiom we know it as "kill two birds with one stone". Furthermore, mastering listening to the dialogue will be useful not only for daily communication. But, it will be useful for National Examination (UN), TOEFL, and global communication as well.

From the definition above, it can be concluded that dialogue is important material in listening. It has a bunch of advantages for the students. Therefore, it is very important to have listening to the dialogue. But, the facts show that most of the students still encounter difficulties in listening to the dialogue. Rainy in his research found out that listening to short dialogue is the most difficult part of the TOEFL test in listening section. It means that there are so many difficulties that students encounter in listening to the dialogue. Therefore, students' difficulties in listening to the dialogue need to be further researched.

There were some other studies that have relation with this study "*The First Students' Ability in Listening and Understanding the Dialogue at SMPN 4 Talang Kelapa*". First, Nurhayani (2019) identify the influence factors and the most important strategy used by students to improve their listening skill. The researcher conducted in a unit of third semester students of English Language Education Department of Ar-Raniry State Islamic University who involved in listening class. The results of the research revealed that student characteristics like the student who has a great memory capacity can easily comprehend more about what they hear in the listening audio; class activities like various effort that teachers can do such as running and presenting listening activities in the classroom with interesting way will also lead the students' success in improving their listening ability; and strategies applied by students in practicing listening are the main factors that influence students' improvement when learning listening comprehension. Strategies in learning listening refer to skills or methods that the listener directly or indirectly attain the target of listening. The majority of students believed that the diligence in practicing listening is the most important strategy.

Second, Syafira (2019) found out students' listening comprehension and strategies at the third year students of SMA As-Shofa Pekanbaru in academic year 2019-2020 applied by the students in listening test. The test

consist of detail information, main idea, describing people, things and inference. The data revealed that 20% of the students were in very good level in listening comprehension and 44% in good level. However, 40% at fair level and none from poor level. This meant that the students had average level in listening comprehension.

Third, Nurinda (2022) explored students' difficulties in learning listening comprehension at second semester English Education Department of Muhammadiyah University of Makassar. The researcher determined the difficulties faced by the students in learning listening comprehension from the factors of listening material. The result of the research from questionnaires and focus group discussion showed that there were seven difficulties faced by students when studying listening comprehension based on listening material factors. Some of them are the difficulty of unfamiliar words, 50% of students have this difficulty because they lack vocabulary, the difficulty of unfamiliar topics, students find it difficult when trying to understand the discourse, 40% experienced by students, and the difficulties in interpreting the meaning of spoken texts, especially when dealing with words that have multiple meanings, were also experienced by 40% of students in this study.

Furthermore, Irawan (2021) found out the difficulties encountered by the students in listening comprehension toward the dialogue from four factors; listening material, listener, delivery and physical setting. The result of students' difficulties in listening to the dialogue showed that listening to the dialogue is difficult skill for students who study foreign language. The difficulties students encountered was divided into four categories; material, delivery, listener, and physical setting and there were two factors influence their difficulties; internal factor and external factor. Therefore, unfamiliar words, unfamiliar topic, accent, pronunciation, lexical density, anxiety, and defective equipment were major problems encountered by twelfth grade social 3 students of SMAN 1 Liwa.

Because of the problems above, the writer wants to find out how far the students understand and master listening skills and to know the factors that cause their difficulties in understand and master listening comprehension and how to overcome them. In this research, the writer focuses on listening comprehension. The research will be conducted at SMPN 4 Talang Kelapa because the location of the school is quite far from the city center and the establishment of the school is still relatively new so that no one has ever conducted research at the school. That made the writer interested in trying to do a research at the school.

As described above, the researcher is interested in conducting a research entitled *“The First Year Students’ Ability in Listening and Understanding The Dialogue at SMPN 4 Talang Kelapa”*.

1.1 Research Question

Based on the background of the research, the writer formulates the research questions as follows :

1. How far the students of SMPN 4 Talang Kelapa understand the dialogue?
2. What are the factors that cause their difficulties in understanding the dialogue and how to overcome them?

1.2 Research Objectives

The objectives of this study are to find out how far the students understand the dialogue and to know the factors that cause their difficulties in understanding the dialogue and how to overcome them.

1.3 The significance of the research

This study expects a result that could help English teacher, students, and other researcher :

1. **For English teacher :** This study is expected to help teachers to find out how far students have understood the dialogue and what are the factors that cause students' difficulties in understanding the dialogue.
2. **For Students :** This study will show them what factors make listening to the dialogue was difficult and how to overcome them.
3. **For other Researcher :** The writer hopes that this study can help and inspire other researchers as a reference to find out the similarity of related problem.

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