

CHAPTER I

INTRODUCTION

This chapter presents background of the problem, formulation of the problem, objective of the research, significance of the research, limitation of the research, key terms definition of the research, and research method.

A. Background of the Problem

Listening is very important in the human daily life. It is because through listening, any kind of information is obtained. The pupils use their ears to get the information. If the pupils would like to require the information well, they need to have a great attention about 50%.

Listening is one of skills in language, as the prior skill, has been poured out in syllabus of *SD Negeri No 0704407 of Dahana Bawodesolo* that is the pupils listen and imitate words, phrases or short sentences, do simple instruction, sing appropriate songs with topics learnt, and identify things which are related to topics learnt. Its purpose is at the end of the teaching-learning process the pupils listen and imitate words, phrases, and sentences which are related to topics and stories learnt; do some interview; look for some information from reading texts and catalogue; write/fill in learning and schedule of learning progression. Besides, the pupils also need to achieve some main competencies related to characters values.

Since the listening is poured out in the syllabus, it is recommended that the teacher of English lesson necessarily teaches the pupils to achieve what is expected above. S/he should avoid teaching the pupils to grimly focus on every word they listen to. The pupils do a great deal of constructive and interpretative work in which they integrate what they hear with what they know about the world, Nunan, 1991:38.

In other words, the pupils more less rely on their prior knowledge related to the information. However, rarely the pupils get a good comprehension because some factors often affect them such as the speaker (how many there are, how quickly they speak, what types of accent they have), the listener (the role of the listener whether a participant or eavesdropper, the level of response required, the individual interest in the lesson), the content (grammar, vocabulary, information structure, background knowledge assumed), and support (whether there are pictures, diagrams or other visual aids to support the text), Brown and Yule in Nunan, 1991:24.

Further, Anderson and Lynch in Nunan, 1991:25 also state some difficulties of listening tasks particularly such as,

The organisation of information (texts in which the order in which the information was presented matched its chronological sequence in real life were easier than texts in which the information was presented out of sequence), the familiarity of the topic, the explicitness and sufficiency of the information, the type of referring expressions used (for example, use of pronouns rather than complete noun phrase referents made texts more difficult), whether the text described 'static' relationships (for example, geometric figures) or dynamic relationship (for example, a road accident).

By doing so, what is required by the fifth graders of *SD Negeri No 0704407 of Dahana Bawodesolo* needed to analyze and to know how their ability looks like in

listening to the story. Are they influenced by the factors above? or is there another factor found in themselves?

Regarding to the written information above, it is interesting for the teacher-researcher to investigate the fifth graders' ability in listening to the story entitled *Analysis of the Fifth Graders' Ability in Listening to a Story of SD Negeri No 074044 Dahana Bawodesolo Year 2014/2015.*

B. Formulation of the Problem

The research problem formulated that is

1. How is the fifth graders' ability in listening to a story of *SD Negeri No 074044 Dahana Bawodesolo year 2014/2015?*
2. How is the pupils' response toward the close questionnaire distributed to them?

C. Objective of the Research

The objective of the research is to analyze the fifth graders' ability in listening to a story of *SD Negeri No 074044 Dahana Bawodesolo* and to describe their response toward the close questionnaire year 2014/2015.

D. Significance of the Research

The research is intended to be valuable to

1. The teacher-researcher to get new knowledge related to listening to a story.
2. The teacher to improve their teaching style to make the pupils have good comprehension in listening.

3. The readers to get some knowledge from reading the research result.
4. The other researchers to compare its research findings result to other researches to create a new research.

E. Limitation of the Research

In the long run, the research is effective if it is limited to get a specification result to be analyzed. In the following it is written some limitation in the research.

1. Focus group is centered on the fifth graders especially Class B which consists of approximately 31 persons.
2. Object is listening to a story played on the recording.
3. Material is narrative story which is its type is fable.
4. The research is conducted through qualitative research design, especially content analysis.

F. Key Terms Definition of the Research

To avoid misunderstanding, the following terms are explained.

1. Analysis is a work of the teacher-researcher which needs a competent or a skill to do it. The pupils' work in answering the questions after listening to a story is analyzed by the teacher-researcher by following the measurement criterion. Also the pupils' response towards the close questionnaire is read and analyzed based on its criterion.

2. Listening to a story is an activity of the fifth graders to listen to a story which is played by the teacher-researcher around three times in different speed. This story meant here is fable as a part of narrative text.

G. Research Method

1. Approach and Kind of the Research

Approach and kind of the research is qualitative. Qualitative research is an approach used to systematically gather data, but the data are purely descriptive and therefore not numerical, Sirois, Schmutte, and Sprinthall, 1991:100. It is done directly by the teacher-researcher to observe and to analyze what the pupils show in their document such as written opinions and response toward close questionnaire.

2. Setting of the Research

The setting of the research is *SD Negeri No 074044 Dahana Bawodesolo* which is located at *Jl. Yossudarso Ujung KM 7.5 Desa Bawodesolo*. The school is led by a headmaster by a help of one headmaster vice and supported by 22 other teachers who dedicate themselves to teach the pupils from the first grade to sixth grade. In elaboration, first grade consists of three classes, second grade to the fifth grade, each consists of two classes, while the sixth grade consists one class only.

In regard to the argument stated in the background of the problem, the teacher-researcher searches the pupils of the fifth grade, especially Class B.

3. Data and the Research Informan

Two kinds of data sources are taken from a test listened by the pupils and another one is close questionnaire done by the teacher-researcher. Here the test is listening to a story which is constructed by the teacher-researcher in a recording while the close questionnaire consists of some questions and needed to be answered by the pupils related to the listening lesson.

4. Procedure of Collecting the Research Data

The teacher-researcher presents procedure of collecting the research data below.

- a. Playing a recording of the test of listening to a story to the pupils and allowing them to listen to. Then posing some questions in the form of multiple choices to select the most correct answer among alternative answers by the pupils based on the information from the story.
- b. Distributing the close questionnaires to the pupils to choose one the available answers based on the list of questions prepared.

5. Technique of the Research Data Analysis

a. Data Collection (keeping)

In the first step, the instruments written above are collected, read and then comprehended before processessing them.

b. Data Reduction (evaluation and classification)

The second step is the data reduced based on the obtained information through evaluation and classification.

c. Data Explained (explanation)

Further, the final data are explained based on the classification to get clear information about the pupils' ability and their response toward the close questionnaire.

d. Data Presented (conclusion)

Finally a conclusion related to the problem limitation, the research formulation and the research purpose is drawn.

6. Credibility, Transferability, Dependability, Confirmability and the Research Findings

Validity/credibility is the accuracy of truthfulness of the findings, e.g. How confident can the teacher-researcher be in her observations, interpretations of obtained data, and conclusions? Are they believable? This is in line with the role and works of the teacher-researcher in assuring what she obtains from the data. This is of course needed to take care much to avoid misinterpretation so that the role of co-lecturers are really needed to cross-check instruments prepared and to process what is gotten.

Ttransferability/external validity is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups for

instance to the fifth graders of *SD Negeri No 074044 Dahana Bawodesolo* , especially Class A.

Dependability/reliability is consistency of behaviour (data and findings would be similar if the study were replicated). In this case, a theory which states if the research instruments are valid, it is reliable too is crucial found by the teacher-researcher.

Conformability (neutrality)/objectivity is the research is free of bias in the procedure and the interpretation of results through conclusions compared to other researchers' findings. Certainly, check and cross-check done by the co-lecturer are important to do to avoid bias.

7. Phases of the Research

Below is the phases of the research implementation described by the teacher-researcher.

- a. Conducting a preliminary study to the pupils of fifth grade, especially Class B by interviewing their vice class and copying their final mark of English.
- b. Exploring and formulating the research problem.
- c. Deciding a research method.
- d. Preparing the research instruments that are test and close questionnaire.
- e. Consulting the research instruments to co-lecturer and trying out to the pupils of fifth grade, Class A to get validity/credibility, transferability/external validity, dependability/reliability, and confirmability (neutrality)/objectivity.

- f. Collecting the data by playing the test of listening to a story and asking them through the list of questions in the close questionnaire.
- g. Analyzing the obtained data by following the techniques as written in the next sub topic.
- h. Reporting the research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts namely theoretical framework, latest related researches, and conceptual framework. Theoretical framework consists of definition of listening; listening skills; listening principles; kinds of listening in different aspects; categories of listening focus; definition of listening comprehension; a story; how does listeners look like?; listening to a story that consists of telling stories, creating stories, and reading stories; answering comprehension questions on a story; assesment of listening comprehension; syllabus of English lesson at the fifth grade of *SD Negeri No 074044 Dahana Bawodesolo*; some examples of stories that consist of the ant and the dove, ants and grasshopper, and cat and dog; latest related research and conceptual framework.

A. Theoretical Framework

1. Definition of Listening

Listening is the most frequently employed skill in daily language use. This is 50 percent done by the listeners. Postovsky in Morley, 1984:9 says

Listening is not a passive skill; it requires full participation and the undivided attention of the learner. And when the nature of the skill is understood, the process becomes exciting.

Of the theory it is seen that the listeners must be active participants to give attention to listening what is being listened to get clear information.

Listening as a first skill to be required by the pupils is a cognitive process and in reality the context is not external to the listeners, Buck, 2003:29. The pupils process some information using their cognitive. Without cognitive process, any kind of information cannot be absorbed well.

In line with the theories above, it is concluded that listening is the first skill required by the pupils and it is obtained as far as the pupils are active to process their cognitive to get whatever information. It can be said if the pupils listen to the story from the teacher-researcher, they must give their great attention.

2. Listening Skills

Some skills need to be reached in listening skill are to recognize paralinguistic clues such as intonation in order to understand mood and meaning, to listen for specific information (such as times, platform numbers, etc), for more general understanding (when they are listening to a story or interacting in a social conversation), Harmer,2007:135.

All the skills above should be achieved by the pupils, but in the research the skill must be achieved for more general understanding when they are listening to a story.

3. Listening Principles

There are some principles in listening as written by Harmer, 2007:135-136 in the following.

- a. Encourage students to listen as often and as much as possible

The role of the teacher is to play sounds via the internet, podcasts, CDs, tapes as much as possible to familiarize the pupils to the sounds so that the more pupils listen, the better they get at listening and the better they get at understanding pronunciation and at using it appropriately.

b. Help students prepare to listen

The teacher here needs to guide the pupils to pay attention to some available media like pictures, discuss the topic or read the questions first to prepare themselves to be ready to listen to texts.

c. Once may not be enough

The teacher plays an audio not only once. It is possible thrice or more than that to clarify the pupils some information they miss.

d. Encourage students to respond to the content of a listening not just to the language

Drawing out the meaning of what is being said, discerning what is intended and finding out what impression experienced by the pupils are important things to do by the teacher. This can be done through questions related to the topic learnt.

e. Different listening stages demand different listening tasks

In the principle, the teacher is suggested to create some tasks for listening to the pupils by considering what the pupils' level and what should be begun in listening in good order and good sequence from the low to high so that every listening task the pupils can understand clearly what the focus is.

f. Good teacher exploit listening texts to the full

Besides, the teacher can also play a track again for various kinds of study (before using the subject matter, situation or audioscript for a new activity) after the fourth principle done. This is very important to a teaching sequence than as an exercise since the audio track or live listening experience (intensive listening) are used for many applications.

All the principles above are important to be considered, even applied by the teacher-researcher in conducting the research. It is adjusted to the test constructed and how it is done in the classroom for the pupils.

4. Kinds of Listening in Different Aspects

Based on its purpose and active participation, listening activities are distinguished into three. They are listening to repeat (a means to another end), listening to understand-aural comprehension (comprehension as an end in itself), and listening to learn a language (the comprehension approach to language learning).

Morley, 1984:12-13 states,

Listening as a means to another end focuses on listening to repeat, or hearing and pattern matching. The word 'listening' is applied to the need for auditory processing of a word, a phrases, or a sentence in order to reproduce it. Aural comprehension skill building may or may not be a by-product of 'hearing' and patten matching.

Listening comprehension skill building as 'an end in itself' concentrates on giving students guided practice experiences in listening to understand as distinct from listening to repeat.

The comprehension approach to foreign language instruction: in the comprehension approach a new system of learning is not really advocated. The instructional format is to extend the teaching interval of one component

of training, comprehension, while delaying instruction or experience in speaking, reading, and writing.

Among the purposes above for listening activities, the teacher-researcher focuses her attention on searching listening to understand aural comprehension since the purpose of the research is to analyze the pupils' comprehension ability in listening the story.

To concentrate on the listening skill, Scott and Ytreberg, 1990:21-31 classify some kinds of how listening is conducted as follows.

- a. Listening in the classroom. Here the pupils listen to their teacher through facial expression, movement, mime and pictures. Whatever told or said by the teacher is understood by the pupils by much visual back-up.
- b. Listen and do activities which consist of instructions, moving about, put up your hand, mime stories, and drawing. In these activities the pupils notice what is instructed and done by the teacher. Even, whatever activities directly practiced by the teacher and imitated by the pupils in any kinds of actions.
- c. Listening for information that consists of identifying exercises, listen for the mistake, putting things in order, questionnaires, listen and colour, filling in missing information. This is done by the pupils with what they have already known and what is shared specific information in detail for them.
- d. Listen and repeat activities which consist of rhymes, songs, and exercises. By these activities, the pupils get a feel for the language such as the sounds, the stress,

and rhythm and the intonation. Moreover when it is combined with movements, objects or pictures it helps them to get meaning of words.

- e. Listening to stories that consists of telling stories, creating stories, and reading stories. The stories have a vital role to play in the pupils' language development. This can be done by the creation of a friendly and secure atmosphere. This is very important to make the pupils feel comfortable when listening to the stories (See further explanation in the sub topic of Listening to a Story, p. 22).
- f. Independent listening. This can be organized by the teacher by providing a lot of materials which can be taught to the pupils. It is done by introducing many different voices into the classroom where the pupils need to hear many varieties of language.

Briefly, among the kinds of listening above, the teacher-researcher pays a great attention to listening to the stories.

According to Harmer, 2007:134 listening consists of two that are intensive and extensive listening. Intensive listening is usually conducted in the classroom or language laboratories. The pupils listen to the audio intensively and carefully to study the way of English is spoken. Here the pupils need to give a focus to listening difficulties and point them to areas of interest. In other words, the pupils work on listening skills. It is different with extensive reading which is conducted outside the classroom or language laboratories. This is done for pleasure or for other reasons without any intervention from the teacher.

Of these kinds, the teacher-researcher focuses her attention on intensive listening since the purpose of the research is to analyze and describe the pupils' ability in listening to the stories.

5. Categories of Listening Focus

Two major types of listening focus as said by Morley, 1984:24-25 are divided into two sub categories as follows.

- a. Functional listening and vocabulary building (understanding the content and intent of a message, and building vocabulary)
 - 1) Notional/informational listening (listening to get information and answer questions or solve problems in selected concept areas). Here it is concerned with doing something purposeful with that obtained information. The pupils focus on the message, not on the language form. The pupils need to give extra attention to be selective in their listening. This is almost same with skimming.
 - 2) Situational/functional/informational listening (twofold listening—to get information and answer questions or solve problems while analyzing sociolinguistics and contextual dimensions of selected types of aural texts). In this category, the pupils also concern to do something purposeful with the obtained information. Also the listening focuses on the message, not on the language form. But a different thing with the previous above is this category relates to analyzing some of the special functions of the language used in the different settings and situations which have been selected.

- b. Structural analysis listening (listening to analyze sound patterns, spelling patterns, and grammatical elements)
- 1) Discrimination-oriented listening practice (analyzing features of stress, rhythm, intonation, vowel sounds, consonant sounds, consonant clusters, and grammatical suffixes). This is familiar with the second language teachers. An attention is given to the individual aspect and the global patterning, how the aspects above flow the stream of speech (spoken English).
 - 2) Sound/spelling listening practices (listening and relating spoken language to written language). Its purpose is to give the pupils systematic practice in relating the spoken forms of language to the written forms of language. This category is very useful for both pupils whose first language Roman or not Roman alphabet of English. If the pupils do not write Roman, the pupils need to learn new written symbol and corresponding sounds otherwise needs to learn new sound values for familiar written symbols only. This is done for listening/silent reading activities, listening/writing activities, and listening/correcting spelling errors.

Between these categories, the teacher-researcher focuses on Functional listening and vocabulary building which are notional/informational listening and Situational/functional/informational listening.

6. Definition of Listening Comprehension

Listening comprehension as told above is so different with listening only. Morley,1984:21 declares, “Today the role of listening comprehension—listening to

understand meaning—is clearly recognized to be of primary importance in the learning of a second language”. According to Buck, 2003:1, “Listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works”.

Further Buck 2003:29 says, “Listening comprehension takes place within the mind of the listener, and the context of interpretation is a cognitive environment of the listener”.

Additionally he also confirms that in the process of getting comprehension, the listener normally uses her/his knowledge, past experience, current thoughts, feelings, intentions, personality and intelligence to interact freely with the accoustic input and with each other, to create the interpretation of the text.

In summary, it is concluded that listening comprehension is related to a personal process and very individual. In other words, the listener may have different interpretation when listening to the story or other sources since it depends on the listener’s knowledge etcetera above.

7. A Story

A story or more is a wonderful way to supplement a class, particularly in the language in the story can be integrated into the lesson. The teacher can use it in listening practice. It can be memorized, told, read, and played to the pupils on a tape. The better the teacher memorize the story, the easiest the story is told to the pupils and a good interaction can be created. Many activities can be done through the story

like having puppets, puzzles, mimes and gestures, TPR, drawing, pictures, cards, and questions, Paul, 2003:74-75.

What is said by Paul above supported by Wright and Garvie in Cameron, 2001:160 saying, “Stories are frequently claimed to bring many benefits to young learner classrooms, including language development”. In this case, a good story needs to be selected from less good ones by the teacher

Suggested by Cameron, 2001:163-166 a good story should contain parallelism, rich vocabulary, alliteration, contrast, metaphor, intertextuality, and narrative/dialogue.

Parallelism means some patterns are repeated in the story to create a way into the story for the active listeners as well as providing a natural support for language learning.

Rich vocabulary is meant to keep the audience interested by choosing and using words with particular care such as unusual words, words with strong phonological content with interesting rhythms or sounds that are onomatopoeic. Unfamiliar words are picked up by the pupils the predictable pattern of events and language, and pictures, and all act to support the pupils’ understanding. This is also for growth in vocabulary.

Alliteration is the use of words that have the same initial consonants which can offer a source for developing knowledge of letter sounds.

Contrast in a story is related to different characters which is clear opposition helping the pupils’ understanding and recall.

Metaphor is one of the figures of speech representing life as a gift for the pupils to develop their educational and personal development.

The term of intertextuality used to describe making references within one text to aspects of other texts that have become part of shared cultural knowledge. Here the pupils may write their own story like adults using the appropriate voice and integrating their first language development to learn the foreign language.

Narrative and dialogue are two main uses of language. Narrative text concerns the series of events and dialogue is use of language as it would be spoken by the characters. In the story, it usually uses simple present tense, present continuous tense, and past tense. If the pupils are familiar with the story in the first language, they will probably expect to hear past tense forms and may misconstrue the verbs.

In addition, Cameron, 2001:166-167 confirms that a story is told 'qualified' if the story has characters and a plot. Here the pupils are invited to engage in the story itself so that a strong feeling of satisfaction when the end is reached. Another issue is found sometimes the good story is judged subjectively when the pupils enjoy it. However, not all good stories will be automatically good for language learning since choosing and using the stories not just for pleasure, but for pleasurable language learning.

All above is expected to find in a story listened by the pupils if the teacher-researcher examines them so that an expectation to get a good comprehension come true.

8. How does Listeners Look Like?

In doing the research, the teacher-researcher needs to recognize how the pupils look like as the listeners for the story to anticipate the obtained data. According to Ur, 1984:52 listeners are totally different one to another. The description of the listeners as follows.

- a. A listener who has been familiar with a text. It does not demand such intensive exercising of the perception or comprehension skills, since the pupil knows more or less what is all about without listening carefully.
- b. A listener who can always fall back on the written text/material. It is simulateneously reading, the pupil may not need to use listening comprehension skills very much.
- c. A listener who knows by heart the material and is more relaxed. The pupil at least relies on her/his ears; yet once s/he has perceived the sounds, understanding is much easier than grasping, totally new material.

The appearance of the listeners above must be taken care to avoid misleading. The pupils may not think they are are listening and understanding effectively when they are only recognizing what they have already known or familiar with them. Otherwise, they may not have opinions or get a shock how difficult the material when it is not studied before.

As regards additional ideas of the teacher-researcher, it is important to conduct some exercises to the pupils which are the unfamiliar texts. In this case, the story should have been studied before or at least it is written in the syllabus.

9. Listening to a Story

As described on the previous sub topic, the teacher-researcher writes more in detail the three parts of listening to stories. They are as follows.

a. Telling stories

Telling a story to the pupils according to Scott and Ytreberg, 1990:29 that by adapting the language to their level, going back and repeating, putting in all sorts of gestures and facial expressions while keeping eye contact most of the time to them. No matter if the teacher does not keep any story books during telling the story. An example of the story is traditional fairy tales of the pupils' own country. To this, the teacher can organize the story first by writing it down in sequence to ease to remember.

b. Creating stories

This is very important to do which the teacher and the pupils create a story together. Here the teacher takes a very important role to make up the story with the pupils at all stages to help them put their thoughts into words, and give them a starting point for their own writing. Besides, the teacher also needs to organize the pupils' story, Scott and Ytreberg, 1990:30.

c. Reading stories

Reading a story can be done by the teacher also. Here the teacher reads aloud the book containing the story without changing the story at all. The more the story

avored by the pupils, the more they like if the story read repeatedly by the teacher, Scott and Ytreberg, 1990:30.

Among them above, the teacher-researcher focuses on reading a story. In this case, the story is read aloud by the teacher-researcher three times with different speeds to the pupils in the classroom. What is stated by Ur, 1984:51-52 that it is unnecessary for the teacher-researcher to ask the students to listen and to follow her words in their textbooks in the same time while the story is read. This causes a limited value of listening comprehension since the written words interfere with accurate aural perception to give the answers in casies of doubt although this is certainly a valid technique for presenting new material and aiding reading; and it does get students used to how the language sounds and to the correspondence between orthography and pronunciation.

10. Answering Comprehension Questions on a Story

Suggested by Ur, 1984:136-139 in assessing the pupils' ability in listening comprehension is better if the pupils listen to the passage once without looking at the questions, then to look over the questions, then to hear the passage again with the questions before them, and finally fill in or choose the answers. This is more academic and demands considerably more effort and concentration than most of those described hitherto.

Again if listening is the main objective, it is reasonable to construct the questions in spoken than in written.

In short, he states,

The comprehension questions should, if specific, be asked at intervals during the text, immediately before, or after the particular passages they refer to. If asked before, then the student is guided to listen out for particular information; if after, then he should, provided he has understood the text, have no trouble recalling the answers. General questions, demanding global comprehension of an entire text, must, of course be asked at the beginning or at the end.

In conclusion, it is recommended to the teacher-researcher to take care of kinds of test when assessing the pupils' ability in listening to the stories. After consulting to the English teacher, multiple choice test is done to ask the pupils individual in the classroom while monitoring them during the test conducted to avoid the other pupils tell to their classmates being asked.

11. Assessment of Listening Comprehension

Since the focus of the research is listening to a story, the teacher-researcher assesses the fifth graders' ability by providing a test of listening to a story which the pupils answer 5 questions written in the form of multiple choice with 4 alternative answers. One of them is the most correct answer.

The teacher-researcher systematically measures the pupils' work which is scored 1 if it is true or 0 if it is false.

While the close questionnaire is evaluated through percentage for each category. Here is the formula below.

$$\text{Degree of each scale (\%)} = \frac{\text{Obtained scale}}{\text{Total scale}} \times 100$$

12. Syllabus of English Lesson at the Fifth Grade of *SD Negeri No 074044 Dahana Bawodesolo*

In the syllabus of English lesson, it is found that in competence standard in listening the pupils listen and imitate words, phrases or short sentences, do simple instruction, sing appropriate songs with topics learnt, and identify things which are related to topics learnt. Its purpose is at the end of the teaching-learning process the pupils listen and imitates words, phrases, and sentences which is related to topics and stories learnt; do some interview; look for some information from reading texts and catalogue; write/fill in learning and schedule of learning progression.

In line with the research, the teacher-researcher focuses on listening to the stories to know and describe the pupils' ability.

13. Some Examples of Stories

Two stories in the following are created by the teacher-researcher. First story is entitled ants and a grasshopper, and the second is cat and dog.

a. The Ant and the Dove

An ant went to the bank of a river to quench its thirst, and being carried away by the rush of the stream, was on the point of drowning. A Dove sitting on a tree overhanging the water plucked a leaf and let it fall into the stream close to her. The Ant climbed onto it and floated in safety to the bank. Shortly afterwards a birdcatcher came and stood under the tree, and laid his lime-twigs for the Dove, which sat in the branches. The Ant, perceiving his design, stung him in the foot. In pain the birdcatcher threw down the twigs, and the noise made the Dove take wing.

b. Ants and Grasshopper

Once upon a time, there were some ants walking from a first room to a guest room in Mr. Yamufalalini's house. The ants walked slowly and followed their leader in front. Suddenly an ant looked at a grasshopper lying on the floor. He stopped and asked, "What are you doing there? Can I help you?" The grasshopper just kept silent. Again the ant shouted, "Grasshopper, what are you doing there? Are you ok?" Some of the ant's friends heard to the shout. Then, some of them walked toward their friend and asked what was happening. The ant answered, "A grasshopper is lying on his body on the floor. Twice I asked why he did that but no answers." In a few minutes the other ants tried approaching the grasshopper and exactly he did not lie his body but he was dead. Finally most of the ants lifted the grasshopper cooperatively to go outside the guest room.

c. Cat and Dog

One day a dog and a cat were playing together in the yard of Mrs. Sisokhi Na. The dog invited the cat scratching the ground. The cat said, "What is for we do this? Let's play another toy. I'm worried, our boss is angry with us later on." The dog responded, "Don't worry, Mrs. Sisokhi Na is not angry with us. She is a kind boss." But the cat argued, "No, I'm afraid she is really angry with us. The ground she already fixes." The dog forced the cat and finally the cat followed the dog's instruction. The dog and the cat played together and scratched the ground as they liked. Suddenly Mrs. Sisokhi Na came and shouted, "Doggggggg, cattttttt, what are you doing? I was tired to fix the ground yesterday and now you scratch as you like. What's happening with you? Are you crazy?" The dog and the cat stopped scratching the ground and asked apologizing to their boss. Unfortunately, Mrs. Sisokhi Na was impatiently screaming and angry, "No, I do not pardon you. You are wrong. Who asks you to do that?" The cat said, "The dog forces me to play with him." The dog responded, "Yes, bos. I'm wrong. I asked the cat to play with me. Sorry, I'm totally wrong but please pardon me." Mrs. Sisokhi Na did not pardon the cat and the dog. Finally the cat was angry with the dog and saying, "You are bad. You are wrong. I hate you. I don't want to be your friend again." The dog felt sad and went outside and never came back to Mrs. Sisokhi Na again. The cat lived alone at Mrs. Sisokhi Na's house and missed the dog.

Among the three stories, one of them is selected by the teacher-researcher to play for the fifth graders in the classroom after consulting to the English teacher. It is “The Ant and the Dove”.

B. Latest Related Research

The latest related research found during proposing the research is Listening as an Easy Skill: Analysis of a Particular Context reported in 2009 by Morchio at University of National De San Juan.

In the research, the reaseacher as a teacher trainer in San Juan started doing a a research project in 2006 together with a team of teachers to find out some possible explanation for the difficulties students were confronted with when learning English at school. The projects, which was to be finished by the beginning of 2008, has as main objective the exploration of the causes of those difficulties and the suggestion of possible pedagogical interventions to overcome them. The categories investigated were the student, the teacher, the contents and the context.

The research paradigm to approach the problem was exploratory – quantitative - interpretative (Nunan: 2004, 4). The data for the research was gathered in 7th year EGB III, in ten public schools in the urban area of San Juan (capital of the province). The institutions selected were representative of different categories within the public section. The results, in the aspect studied in this report, were analyzed mainly from a qualitatively perspective or content analysis. The data was collected in 7th year because, though it was established in the Provincial Constitution (Chapter V,

Article 83) that a foreign language should be taught in 4th year EGB2, the fact was that it took place only at the start of EGB III, i.e. 7th grade. It was then, when most students at public schools first learn English. The subjects were adolescents ranging from 11 to 13 years old. The size of the classes varied from 25 to 30 students. That was a naturalistic study because each class was examined in its actual context of realization, without any manipulation.

The class, the primary source of information, was approached by means of several instruments. On the one hand, a survey for students and another for the teacher, and on the other hand, the observation and transcription of a class. The advantage of the survey, in the format of a questionnaire, was that it can yield information on a large scale basis (Brown, 2001: 6). The transcription and the observation (rendered as field notes) aim at triangulating data sources (Brown, 2001, Freeman, 1998) so as to make the results of the research credible, limiting any possible bias (Brown, 2001).

The main focus of this paper was the degree of difficulty the linguistic skill of listening poses to students. The results reported here refer to five schools as seen below.

Once the data from the five schools had been collected, the first aspect to be analyzed was the degree of difficulty the linguistic skills and some of the components of language (grammar and vocabulary) presented to students.

It was surprising to see that listening was considered the easiest of the linguistic skills. This fact was clear even in the pilot study but at that moment, the

research team felt this could have been due to a flaw in the design of the earliest version of the survey. Thus, the instrument was reviewed and reorganized. Surprisingly, the results were consistent with the earliest sample: listening still ranked as the easiest skills. Out of the experience in the classroom, the research team had a completely different vision as regards the complexity of this linguistic ability. The fact led the research to deeper and unforeseen levels of analysis: several factors entangled in the teaching situation were examined namely the resources implemented in the class and the quality of the interactions held in the lessons.

When students' and teachers' information was triangulated the comparison threw quite opposite results. For the teachers, students had most difficulties when listening and speaking, as well as when writing. In connection with the ability of listening, teachers reported that students found listening and understanding cassettes easy but videos and songs difficult. Students themselves said that they liked to listen to cassettes, songs and videos even when they found this rather complex. It could be inferred that students were not exposed to authentic oral material, therefore they did not find listening problematic. One of the teachers was sincere enough to point out that it was the skill they practised less. Once the situation was evident, the analysis focused on the possibilities offered by each institution to help the teacher in the implementation of listening activities. Concerning the availability of tape recorders, the video room or other resources, in one of the schools there was a well equipped audio room which for some elusive bureaucratic reason was not easy for the teacher and the students to use, a situation that was not uncommon in most schools. As

regards other type of resources, all schools had these appliances were in good conditions. Another situation was found: there were enough tape recorders and they were in good shape, but the sources of electricity in each classroom did not always work. These aspects overtly conspired against the implementation of listening activities with authentic material.

Hence, very often students' only possibility to be confronted with some oral English was the teacher's modified input. The following extract illustrates one teacher's modified input: she reduced the speed of delivery, emphasized the words she needed students to pay attention to, making comprehension easy for students using demonstration.

Students were well aware of the fact that listening to English helped them strengthen their knowledge of that language. When asked about the teacher's modified input, they felt it was useful. Teachers openly said that they used English part of the time, not always and that when they did so, they spoke slowly and making themselves understood through gestures and demonstration. In some classes, the use of English was reduced to instructions and appraisal from the part of the teacher.

The following stage was an analysis of the actual use of English in the class and for that the transcriptions proved to be extremely valuable. In the classes examined, certain common features led to the categorization of input in three types along a continuum, according to the amount and quality of input the teacher provides students with.

As regards amount of input, the focus was on the quantity of Spanish (L1) and

English (L2 used), paying attention to see which one got a bigger proportion. To analyze the quality of input, it was considered whether the main input was concerned with grammar or meaning. Another interesting aspect referred to the type of production the teacher expected from students: repetition of words or sentences, creation of new utterances or texts. Thus, teachers' input fell into three types:

a) Type I: English was used most of the time (except for instructions), the main focus was on grammar and the expected answer was repetition.

b) Type II: same amount of L1 and L2, focus on meaning, students were guided to produce sentences or phrases, instructions in the L1.

c) Type III: no English at all, talking about the grammatical system of the English language in Spanish, students were only asked to produce words, focus on grammar.

That is could be considered a class of English but in Spanish. It was noticed that all teachers resorted to the L 1 when they wanted to give instructions and for the explanation of grammatical rules. In some classes, the use of English was reduced to instructions and appraisal from the part of the teacher.

In Extract II, (type I input) students' production consists of repeating after the teacher, there is no creation of phrases in English on their own. They do not need to think and understand as it is shown when they repeat phrases they are not supposed to (very good).

In Extract III (type III input), the teacher introduces the verb to be starting a comparison with the verb "ser", conjugating it in Spanish and providing the translation in English without any context.

In the above extract, it could be said that the whole class was delivered in Spanish, there was no input at all on which students could build up their interlanguage. In fact, the teacher through induction and translation led students to the conjugation of the verb first in the L1 and then in the L2, without even a sentence as a context.

The following extract depicts a listening activity of a class that includes type II input. The teacher used a balance of L1 and L2 to set the situation explaining any new word that might appear in the oral text:

It is now fully understandable that students did not think that listening is difficult not only because they were very rarely exposed to authentic English but also because when they listen to oral texts in the L2, they had already been taught the words they did not understand or asked to follow the written version of the aural text at the same time. Once it was clear why students considered that listening to English was not a difficult task, it was necessary to find an explanation to the different procedures implemented by the teachers. For that, the teacher's professional knowledge was examined. The teachers who provided type I and type II input were university teachers while the others were non graduates. That showed a flaw in their communicative skills for they might not have a sound handling of English or they did not feel confident in the use of the English language, what might have contributed to delivering a class of English in Spanish, thus depriving students of the possibility to be confronted with the English language.

Extract II portrayed a class in which the teacher implemented techniques based on the audiolingual approach, tradition that permeates many ELT situations, even today. These procedures, based on repetition, were not conducive to communicative competence. The same could be said in reference to Extract IV (type II input) in which the teacher did not give learners enough practice in the interpretative mode, preparing students to process oral language in unrehearsed situations.

More evident was the failure in pedagogical and reasoning skills, because the teacher from extract III, delivered a class in which the pedagogical knowledge did not reflect the scientific one, in this case, the English language.

As regards the contextual knowledge, it would be interesting to see if the procedures implemented (repetition, for example) were suitable for students who live in the postmodern society and are used to more participative methodologies to build up their knowledge. There was a common thread to the different situations analyzed and it was teacher's beliefs: teachers had not incorporated modern concepts as regards the appropriation of knowledge from the part of the students, in this case building up interlanguage, or the development of communicative competence and were apparently not aware of that situation. The results so far seem to hint that these teachers might need some modification of their professional knowledge.

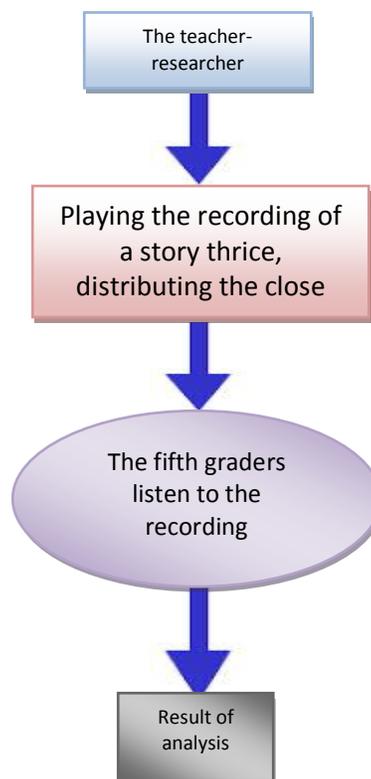
As a conclusion in his research is the starting point for the research was to find an explanation to students' perception of listening as the easiest of the linguistic abilities. In the search for the answer it was found out that several facts converged to

make students opinion be realistic. The context had an important part due to inefficient resources at different schools and the other concomitant aspect was related to the teacher, and these referred essentially to their implicit theories for language teaching. Their professional knowledge was based on outdated theories thus the didactic transposition was not the adequate: neither the amount and quality of input, and the procedures implemented in class were conducive to the development of students' communicative competence. It is evident that there is a need to improve the language learning – language teaching situation in each the institutions involved in the research. Thus, the analysis of the data took to a mapping of aspects of the classroom onto a broader social context. The aim was not to prescribe theories or procedures but to get a better understanding of what was happening in the classroom. It was not the intention of the present paper to assume a normative stance but rather to resort to the notion of preferred futures (Pennycook, 2001): each institution should find the right compromise between the own context and what is preferable. Hereby lies the challenge.

All the information written above shows the previous research has a relationship with the research.

C. Conceptual Framework

The teacher-researcher does the research as it is described in a conceptual framework in the next page.



Framework 1: The process of conducting the research entitled analysis of the fifth graders' ability in listening to a story of *SD Negeri No 074044 Dahana Bawodesolo* year 2014/2015.

CHAPTER III

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents research findings and discussions. Research findings consist of preparations that cover some sub topics and collecting data – presenting data which involve some sub topics too, while discussions consist of common response of the research problem, analysis and interpretation of the research findings, research findings versus the latest related researches, research findings versus theories, research findings implication, and analysis of the research findings limitation.

A. Research Findings

1. Preparations

a. Making a Research Letter

At the beginning, the teacher-researcher gets a research letter from the head of Research Bureau to conduct a research to the fifth graders of *SD Negeri 074044 Dahana Bawodesolo*. Then, the teacher-researcher comes into contact with the pupils all at the once the teacher-researcher planned to distribute the items test and close questionnaires.

b. Credibility/Validity

Both of the instruments done by the pupils to do are validated internally by the co-lecturer that is Lase who lectures listening comprehension to the students in

IKIP Gunungsitoli (See Appendices 2 - 4). The instruments are a test containing multiple choices, and another one is close questionnaires. Besides, the teacher-researcher is also confident to her observations, interpretations of obtained data, and conclusions to do the research since the pupils are monitored accurately by the teacher-researcher and the English teacher. Moreover, the English teacher reported the pupils' marks as the comparison for the teacher-researcher in a interview. This is believable since the data were taken from the English teacher herself.

c. Transferability/External Validity

After the teacher-researcher validates the instruments to the co-lecturer, it is distributed to the other pupils, Class A to get the transferability or to conduct external validity, in case, close questionnaires only. The total of the other pupils who do the questionnaires are 31 pupils and it is taken randomly without any purpose inside. Furthermore the questionnaires are analyzed by the teacher-researcher as its result as follows.

1) Multiple Choices

In the following, Table 1 presents the result of the pupils' items test for multiple choices.

Table 1

TEST EXTERNAL VALIDITY

No	N	Validity in significant level 5%	
		t-count	t-table
1.	31	0.554	0.344
2.	31	0.439	0.344
3.	31	0.351	0.344
4.	31	0.462	0.344
5.	31	0.374	0.344

As seen in the table above, so the teacher-researcher approves that the items test is ready to use to the pupils as the focus group in the research.

2) Close Questionnaires

Below is Table 2 showing the percentage of the pupils' options when trying out these questionnaire to the other pupils.

Table 2

PERCENTAGE (%) of the STUDENTS' OPTIONS

No	Statements	Options		
		<i>Ya</i>	<i>Tidak</i>	<i>Kadang-kadang</i>
1.	<i>Saya belajar tentang menyimak dari guru saya</i>	80.65% (25 of 31 persons)	9.68% (3 of 31 persons)	9.68% (3 of 31 persons)
2.	<i>Menyimak cerita itu sulit</i>	83.87 (26 of 31 persons)	6.45% (2 of 31 persons)	9.68% (3 of 31 persons)
3.	<i>Saya menyimak cerita dari guru saya</i>	93.55% (29 of 31 persons)	3.23% (1 of 31 persons)	3.23% (1 of 31 persons)
4.	<i>Kosa kata sangat membantu untuk menyimak cerita yang didengarkan</i>	93.55% (29 of 31 persons)	0% (0 of 31 persons)	6.45% (2 of 31 persons)
5.	<i>Fabel itu mudah disimak</i>	83.87% (26 of 31 persons)	6.45% (2 of 31 persons)	9.67% (3 of 31 persons)

Continued Table 2

	<i>karena yang diceritakan tentang binatang di sekitar kita</i>	31 persons)	persons)	persons)
6.	<i>Cerita yang dibacakan berbeda pelafalannya dalam bahasa Indonesia sehingga sulit dipahami</i>	93.55% (29 of 31 persons)	3.23% (1 of 31 persons)	3.23% (1 of 31 persons)
7.	<i>Belajar bahasa Inggris itu menyenangkan</i>	100% (31 of 31 persons)	0% (0 of 31 persons)	0% (0 of 31 persons)

Based on the percentage above, it is seen that among 7 statements, the highest percentage is seen in options 'Ya', the middle is in 'Kadang-kadang' and the lowest is in 'Tidak'.

As a conclusion the teacher-researcher decides that the close questionnaires are suitable to use to the pupils.

d. Dependability/Reliability

Since the external validity conducted to the other pupils with the same grade, the obtained data and findings are consulted to the pupils' work whom are searched in the research are similar. On the other hand, the other pupils and the focus group are replicated or the result is always consistent, no difference. Therefore the teacher-researcher decides the items test is also reliable since it is valid to use, Telaumbanua, 2014:69.

e. Confirmability/Neutrality/Objectivity

Absolutely the research findings are continuously consulted or compared to the research findings done by the other researcher who does other research in the

same field with the research (See Chapter II, p. 27). This is very important to do to avoid bias so that conclusions drawn are objectively and truly, Telaumbanua, 2014:69.

f. Conducting a Test

After validating the items test to the internal validator and external validators so the teacher-researcher conducts a test to the pupils without teaching them again. It is given a clear instruction by typing it on a piece of test paper, even the teacher-researcher translates the instruction from English into Indonesian. Then, the teacher-researcher plays the recording in a laptop thrice in the slow, middle, and fast duration. After the pupils listen to the recording for thrice, they do the test while the teacher-researcher monitors the class. Finally the paper is collected to be further analyzed by the teacher-researcher.

g. Distributing Close Questionnaires

As written above, the same like the items test, so after validating the close questionnaires, it is also distributed to the pupils. The pupils answer it based on its instruction found on the paper. Finally it is collected by the teacher-researcher to be analyzed similarly above.

h. Collecting Data – Presenting Data

After the teacher-researcher collects the data, she follows some steps to describe the pupils' ability in listening to a story as in the next page.

1). Test

a) Collecting the Pupils' Paper

(1) Scoring system

- (a) Reading the choice of the pupils to answer the test.
- (b) Marking incorrect answers.
- (c) Analyzing the incorrest answers and comparing them to test indicators so that it is easier for the teacher-researcher to decide in what case the pupils can not answer the items test correctly.
- (d) Giving score 0 to each error and considered it the pupils do not comprehend the items and giving score 1 to each correct answer.
- (e) Drawing tables to present the incomprehensive items to clarify what micro skills of listening the pupils do not comprehend and to see how comprehensive they are.

(2). Percentage of incomprehensive items for the pupils

To know incomprehensive items for the pupils, the teacher-researcher scores 1 for each unanswerable item then calculates them based on the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of incomprehensive items for the pupils

N = Sum of incomprehensive items for the pupils

b) Reducing Data through Evaluation and Classification

Based on the steps done by the teacher-researcher, it is found the research findings as presented in the table in the following.

Table 3

RESULT of the PUPILS' UNANSWERABLE ITEMS TEST

No	Name of Pupils	Pupils' mark	Test indicators				
			Identifying title	Identifying specific information			
			(1)	(2)	(3)	(4)	(5)
1.	Ahdiqbal Zega	20	√	1	1	1	1
2.	Alan Tetra Wijaya Zendrato	20	√	1	1	1	1
3.	Alvin	40	√	√	1	1	1
4.	Andi	20	1	1	1	1	√
5.	Arisman (1)	20	1	1	1	√	1
6.	Arisman (2)	20	1	√	1	1	1
7.	Asanani Telaumbanua	20	√	1	1	1	1
8.	Berlian	40	1	1	1	√	√
9.	Binaria Telaumbanua	40	1	1	√	√	1
10.	Bryan Sangobini Zendrato	20	√	1	1	1	1
11.	Devi	60	1	√	1	√	√
12.	Dotis Maru Jaya Zendrato	20	1	1	1	1	√
13.	Ferdin Ota Pian Zendrato	20	√	1	1	1	1
14.	Idham Syahputra Harefa	60	√	1	√	√	1
15.	Indah Sari	0	1	1	1	1	1
16.	Jelfriaman Zendrato	60	√	1	√	√	1
17.	Lailatul Nisvy Zendrato	40	1	1	√	1	√
18.	Markus S. Telaumbanua	20	√	1	1	1	1
19.	Mega Kristiani Telaumbanua	40	√	1	1	√	1
20.	Mesaria	20	1	1	1	√	1
21.	Meso Zawato	20	1	1	1	1	√
22.	Muchtadir Zebua	20	√	1	√	√	1
23.	Niaddin Zendrato	40	√	√	1	1	1
24.	Ratimad Hidayat	20	1	1	1	√	1
25.	Rika Astuti	60	√	√	√	1	1

Continued Table 3

	Telaumbanua						
26.	Ronal	20	√	1	1	1	1
27.	Sri Rahmi Waruwu	0	1	1	1	1	1
28.	Sufyan Saat Zega	20	√	1	√	1	1
29.	Syukur Slamant	20	√	1	1	1	1
30.	Winda Afriyanti Zandrato	0	1	1	1	1	1
31.	Yanti Yarni	40	1	√	1	√	1
Total (%)			15/31x100% = 48.39%	80.65%	77.42%	64.52%	80.65%

c) Explaining Data

Clearly the findings above show that among 31 pupils, there are 16 pupils only who can identify the topic of the story, while others (15 persons) are not. Then, among 4 items to identify some specific information, it is found for items number 2 and 5, there are 25 pupils who can not answer it, while item number 3 is found 24 pupils do it incorrectly, and in item number 4 there are 20 pupils who can not answer it.

A further analysis, less than a half of the pupils do not answer the question correctly can be seen in Table 4 below.

Table 4

ERRORS DONE by the PUPILS for ITEM NO 1

No	The Pupils answer	Amount of the Pupils	Percentage (%)
1.	The ant and the river	3 persons	9.677%
2.	The ant and the bank	2 persons	6.45%
3.	The ant and the birdcatcher	10 persons	32.258%

Evidently, it is seen the pupils still do not understand what fable about. The pupils suppose the river, the bank, and the birdcatcher are animals. In other words, the pupils are still lack of vocabulary.

Below, it can be looked at how many pupils answer item no 2.

Table 5

ERRORS DONE by the PUPILS for ITEM NO 2

No	The Pupils answer	Amount of the Pupils	Percentage (%)
1.	in the water	9 persons	29.03%
2.	on a leaf	12 persons	38.709%
3.	in the branches	4 persons	12.90%

It is important to note that exactly the pupils recognize doves usually sit around trees. It is possible on a tree, on a leaf, and in the branches. Therefore without paying attention to the story, directly the pupils answer it based on their background knowledge. Whereas the 9 pupils who answer in the water, it is said they understand nothing in the story. They just get what adverb of place mentioned in the story.

Moreover, in the following table is also described the data obtained from item no 3.

Table 6

ERRORS DONE by the PUPILS for ITEM NO 3

No	The Pupils answer	Amount of the Pupils	Percentage (%)
1.	in the water	4 persons	12.90%
2.	on a tree	9 persons	29.03%
3.	in the branches	12 persons	38.709%

The data above show that the pupils answer the birdcatcher came and stood up in the water, on a tree, or in the branches since probably some of them suppose the information was near the river and of course the birdcatcher was also in the water. Some of them think that usually doves were on trees or in its branches, and possible the birdcatcher approached it to catch. The nearer place s/he was, the sooner s/he caught the dove. While exactly the pupils do not comprehend the story correctly. They only rely on their background knowledge.

The following is also seen Table 7 describing item no 4.

Table 7

ERRORS DONE by the PUPILS for ITEM NO 4

No	The Pupils answer	Amount of the Pupils	Percentage (%)
1.	the hand	8 persons	25.806%
2.	the fingers	8 persons	25.806%
3.	the skin	5 persons	16.129%

The data above can be seen that some of the pupils answer the hand, the fingers, and the skin. The pupils do not choose the foot since in their mind, the birdcatcher wore the booth shoes so it was impossible his foot was stung by the ant. The hand was possible since s/he might be busy with her/his gun, and also the fingers and the skin. On the other hand, the pupils have thought too far to interpret the story.

Finally the teacher-researcher describes the item no 5 as seen in the table in the next page.

Table 8

ERRORS DONE by the PUPILS for ITEM NO 5

No	The Pupils answer	Amount of the Pupils	Percentage (%)
1.	the noise	7 persons	22.58%
2.	the wings	14 persons	45.16%
3.	the leaf	4 persons	12.90%

Since the pupils already have misinterpretation to some specific information, in the item number 5 is unavoidable. At the first time they suppose the birdcatcher stood up around where the dove was sitting, it was possible near the tree so another miscomprehension exists which is suspected that what was thrown down by her/him.

It can be concluded that there are fifth graders, Class B of *SD Dahana Bawodesolo* are are still lack of vocabulary; too much they rely on their background knowledge without relating to what more information obtained from the story, some of them do not have any background knowledge about the story; the pupils go outside the text too far so misinterpretation is unavoidable. In other words, the fifth graders, Class B of *SD Dahana Bawodesolo* cannot identify the title of the story and can not identify some specific information written in the story.

2) Collecting Close Questionnaire

The teacher-researcher collects the close questionnaire as its result is seen in Table 9 in the next page.

Table 9

PERCENTAGE (%) of the STUDENTS' OPTIONS

No	Statements	Options		
		<i>Ya</i>	<i>Tidak</i>	<i>Kadang-kadang</i>
1.	<i>Saya belajar tentang menyimak dari guru saya</i>	90.32% (28 of 31 persons)	3.22% (1 of 31 persons)	3.22% (1 of 31 persons)
2.	<i>Menyimak cerita itu sulit</i>	87.09% (27 of 31 persons)	0% (31 of 31 persons)	12.90% (4 of 31 persons)
3.	<i>Saya menyimak cerita dari guru saya</i>	90.32% (28 of 31 persons)	3.22% (1 of 31 persons)	3.22% (1 of 31 persons)
4.	<i>Kosa kata sangat membantu untuk menyimak cerita yang didengarkan</i>	100% (31 of 31 persons)	0% (31 of 31 persons)	0% (31 of 31 persons)
5.	<i>Fabel itu mudah disimak karena yang diceritakan tentang binatang di sekitar kita</i>	80.64% (25 of 31 persons)	6.45% (2 of 31 persons)	12.90% (4 of 31 persons)
6.	<i>Cerita yang dibacakan berbeda pelafalannya dalam bahasa Indonesia sehingga sulit dipahami</i>	100%	0% (31 of 31 persons)	0% (31 of 31 persons)
7.	<i>Belajar bahasa Inggris itu menyenangkan</i>	83.87% (26 of 31 persons)	6.45% (2 of 31 persons)	9.67% (3 of 31 persons)

Based on the percentage above, it is seen that among 7 statements, the highest percentage is seen in options 'Ya', the middle is in 'Kadang-kadang' and the lowest is in 'Tidak'.

As a conclusion the teacher-researcher presents the data as written in Table 10 in the next page.

3) Presenting Data

Based on the analysis of the data from 5 items and close questionnaires, it is concluded as shown in Table 10 below.

Table 10

OBTAINED DATA

No	Analysis result	The fifth graders' ability
1.	The fifth graders' ability in listening to a story of <i>SD Negeri No 074044 Dahana Bawodesolo</i> year 2014/2015 is very low.	12.90% who gets 60, 22.58% who gets 40, 54.84% who gets 20, and 9.68% who gets 0.
2.	The fifth graders' response toward the close questionnaire is very good and positive.	80% above the pupils answer 'ya' of the statements or it is said they admit that the English teacher teaches them listening to, listening to a story is difficult, they listen a story from the English teacher, vocabulary is very useful to listen to a story, fable is easy to understand because it tells about animals, the story told is difficult to comprehend because how to pronounce is different with its spelling, and learning English is enjoyable.

B. Discussions

1. Common Response of the Research Problem

The research question formulated in Chapter I is answered that is the fifth graders' ability in listening to a story of *SD Negeri No 074044 Dahana Bawodesolo* year 2014/2015 is very low, in case in listening to a fable. Then, the fifth graders' response toward the close questionnaire is very good and positive although its analysis result is so far from the syllabus expectation officially run in the school.

2. Analysis and Interpretation of the Research Findings

Of the research findings, it can be said that exactly the pupils do not master vocabulary and also micro skills of listening skill. Here in the research is to identify the title and specific information in the story. If it is compared to the theories written by Nunan, 1991:38 and Brown and Yule in Nunan, 1991:24 in Chapter I and the research findings taken from the two kinds of research instruments, it seems the English teacher teaches the pupils to grimly focus on every word they listen to. They do not do a great deal of constructive and interpretative work so that they can not integrate what they hear with what they know about the world. Besides, it is seldom for them to practice to listen to the stories so how the native speakers speak like how many they are, how quickly they speak, what types of accent they have; and the content such as vocabulary, information structure, background knowledge assumed as well as support like other visual aids to support the text are less.

3. Research Findings versus the Latest Related Researches

The research findings are contrast to the latest related research. Both of the researches are analyzed mainly from a qualitatively perspective or content analysis. The latest related research results most students at public schools first learn English. In the latest related research, the degree of difficulty the linguistic skills and some of the components of language (grammar and vocabulary) presented to students were analyzed. As a result for the latest related research, listening was considered the easiest of the linguistic skills. Listening still was ranked as the easiest skills. This was

because the teaching situation implemented the resources in the class and the quality of the interactions was also held in the lessons. In the latest related research also, it was found listening and understanding cassettes were easy but videos and songs difficult, even the students themselves said that they liked to listen to cassettes, songs and videos even when they found this rather complex. they did not find listening problematic since the students were not exposed to authentic oral material. The availability of tape recorders, the video room or other resources, in one of the schools were a well equipped audio room with totally different with the pupils' real condition in the research. As regards the main input was concerned with grammar or meaning. Another interesting aspect referred to the type of production the teacher expected from students: repetition of words or sentences, creation of new utterances or texts. Thus, teachers' input fell into three types namely: Type I which was English was used most of the time (except for instructions), the main focus was on grammar and the expected answer was repetition; Type II which was same amount of L1 and L2, focus on meaning, students were guided to produce sentences or phrases, instructions in the L1; and Type III which was no English at all, talking about the grammatical system of the English language in Spanish, students were only asked to produce words, focus on grammar. Furthermore the contextual knowledge, it would be interesting to see if the procedures implemented (repetition, for example) were suitable for students .

In summary, the latest related research is the starting point for the research was to find an explanation to students' perception of listening as the easiest of the linguistic abilities. In the search for the answer it was found out that several facts converged to make students opinion be realistic. The context had an important part

due to inefficient resources at different schools and the other concomitant aspect was related to the teacher, and these referred essentially to their implicit theories for language teaching. Their professional knowledge was based on outdated theories thus the didactic transposition was not the adequate: neither the amount and quality of input, and the procedures implemented in class were conducive to the development of students' communicative competence. It is evident that there is a need to improve the language learning – language teaching situation in each the institutions involved in the research. Thus, the analysis of the data took to a mapping of aspects of the classroom onto a broader social context. The aim was not to prescribe theories or procedures but to get a better understanding of what was happening in the classroom.

Whereas the research is conducted by the teacher-researcher to the pupils who learn English for the second time. The teacher-researcher focuses on two micro skills of listening skill only that are identifying the title and indentifying specific information from the story. In fact, lack of vocabulary is one of the factors which makes the pupils can not comprehend the story besides the English teacher teaches and focuses on every word the pupils listen to. Therefore they do not deal with constructive and interpretative work so that they can not integrate what they hear with what they know about the world. In the English teacher's side, she seldom practice listening to the stories to the pupils that causes they do not know how it is so different the native speakers speak moreover vocabulary, information structure, background knowledge as well as other visual aids to support the text are less.

As a conclusion in the research, the fifth graders' ability in listening to a story of *SD Negeri No 074044 Dahana Bawodesolo* year 2014/2015 is very low eventhough the fifth graders' response toward the close questionnaire is very good and positive

All above is totally seen different between the teacher-researcher's research findings and the latest related research.

4. Research Findings versus Theories

One of the principles in listening as written by Harmer, 2007:135-136 that is "Once may not be enough" which the teacher plays an audio not only once. It is possible thrice or more than that to clarify the pupils some information they miss. additionally Scott and Ytreberg, 1990:30 inform that the more the story favored by the pupils, the more they like if the story read repeatedly by the teacher. It is done by the teacher-researcher at that time by playing three times the recording in three different speedy, but exactly the pupils' ability is still very low. In other words, what is said by theories and applied by the teacher-researcher is totally contrast.

5. Research Findings Implication

As the implication of the research findings that is: written theories are not always suitable quantitatively and qualitatively to facts so proving theories are needed to do by each researcher (included the teacher-researcher) for further current researches. Since the expectation of syllabus written officially, the English teacher is motivated to teach listening skill more often and regularly based on the schedule.

People who likes reading is stimulated to find out more research information to obtain some new knowledge. Lastly to compare what was past theories to current findings invites and supports the further researchers to do other researches.

6. Research Findings Limitation

The research findings are limited since some weakness is found in the pupils' works as written in the following.

- a. The pupils' ability to master vocabulary is still lack of.
- b. The pupils overgeneralize their interpretation to the story so that misinterpretation is unavoidable when answering the questions in multiple choices form.
- c. Some of the pupils can not intergrate their background knowledge and what is told in the story they listen to.
- d. The pupils do not master two of the micro skills.
- e. In relation to general reason, for the English teacher it is seen that less practice makes the students have a problem in listening skill.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

This chapter confirms conclusions and suggestions as the last report in conducting the research.

A. Conclusions

As a conclusion for the research is the fifth graders' ability in listening to a story of *SD Negeri No 074044 Dahana Bawodesolo* year 2014/2015 is very low. This happens because the fifth graders do not master more than vocabulary and micro skills of listening skill. While the fifth graders' response toward the close questionnaire is very good and positive.

B. Suggestions

To see the research limitation on the previous sub topic, it is suggested for the pupils to master vocabulary and micro skills of listening and the English teacher teaches them not in word by word. The English teacher also should guide the pupils of how to integrate the prior knowledge with the new one to avoid overgeneralization or undergeneralization. Practice listening to the stories in action is done regularly.

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**ANALYSIS OF THE FIFTH GRADERS' ABILITY IN LISTENING TO
A STORY OF *SD NEGERI NO 074044 DAHANA BAWODESOLO***

YEAR 2014/2015

RESEARCH

BY

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JUNE 2015
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Setiap pekerjaan adalah potret diri dari orang yang mengerjakannya. Jadi berikanlah potret diri anda yang terbaik.

Gunungsitoli, 30 June 2015

The teacher-researcher

The Cat and the Birds

A CAT, hearing that the Birds in a certain aviary were ailing dressed himself up as a physician, and, taking his cane and a bag of instruments becoming his profession, went to call on them. He knocked at the door and inquired of the inmates how they all did, saying that if they were ill, he would be happy to prescribe for them and cure them. They replied, "We are all very well, and

shall continue so, if you will only be good enough to go away, and leave us as we are."

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The Ant and the Dove

AN ANT went to the bank of a river to quench its thirst, and being carried away by the rush of the stream, was on the point of drowning. A Dove sitting on a tree overhanging the water plucked a leaf and let it fall into the stream close to her. The Ant climbed onto it and floated in safety to the bank. Shortly afterwards a birdcatcher came and stood under the tree, and laid his lime-twigs for the Dove, which sat in the branches. The Ant, perceiving his design, stung him in the foot. In pain the birdcatcher threw down the twigs, and the noise made the Dove take wing.

One good turn deserves another



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The Ass and the Frogs

AN ASS, carrying a load of wood, passed through a pond. As he was crossing through the water he lost his footing, stumbled and fell, and not being able to rise on account of his load, groaned heavily. Some Frogs frequenting the pool heard his lamentation, and said, "What would you do if you had to live here always as we do, when you make such a fuss about a mere fall into the water?"

Men often bear little grievances with less courage than they do large misfortunes.

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The Ass and the Horse

AN ASS besought a Horse to spare him a small portion of his feed. "Yes," said the Horse; "if any remains out of what I am now eating I will give it you for the sake of my own superior dignity, and if you will come when I reach my own stall in the evening, I will give you a little sack full of barley." The Ass replied, "Thank you. But I can't think that you, who refuse me a little matter now, will by and by confer on me a greater benefit."

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The Ass and the Old Shepherd

A SHEPHERD, watching his Ass feeding in a meadow, was alarmed all of a sudden by the cries of the enemy. He appealed to the Ass to fly with him, lest they should both be captured, but the animal lazily replied, "Why should I, pray? Do you think it likely the conqueror will place on me two sets of panniers?" "No," rejoined the Shepherd. "Then," said the Ass, "as long as I carry the panniers, what matters it to me whom I serve?"

In a change of government the poor change nothing beyond the name of their master.

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The Ass and the Lapdog

A Farmer one day came to the stables to see to his beasts of burden: among them was his favourite Ass, that was always well fed and often carried his master. With the Farmer came his Lapdog, who danced about and licked his hand and frisked about as happy as could be. The Farmer felt in his pocket, gave the Lapdog some dainty food, and sat down while he gave his orders to his servants. The Lapdog jumped into his master's lap, and lay there blinking while the Farmer stroked his ears. The Ass, seeing this, broke loose from his halter and commenced prancing about in imitation of the Lapdog. The Farmer could not hold his sides with laughter, so the Ass went up to him, and putting his feet upon the Farmer's shoulder attempted to climb into his lap. The Farmer's servants rushed up with sticks and pitchforks and soon taught the Ass that

Clumsy jesting is no joke.

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The Bee and Jupiter

A BEE from Mount Hymettus, the queen of the hive, ascended to Olympus to present Jupiter some honey fresh from her combs. Jupiter, delighted with the offering of honey, promised to give whatever she should ask. She therefore besought him, saying, "Give me, I pray thee, a sting, that if any mortal shall approach to take my honey, I may kill him." Jupiter was much displeased, for he loved the race of man, but could not refuse the request because of his promise. He thus answered the Bee: "You shall have your request, but it will be at the peril of your own life. For if you use your sting, it shall remain in the wound you make, and then you will die from the loss of it."

Evil wishes, like chickens, come home to roost.

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Belling the Cat

Long ago, the mice had a general council to consider what measures they could take to outwit their common enemy, the Cat. Some said this, and some said that; but at last a young mouse got up and said he had a proposal to make, which he thought would meet the case. "You will all agree," said he, "that our chief danger consists in the sly and treacherous manner in which the enemy approaches us. Now, if we could receive some signal of her approach, we could easily escape from her. I venture, therefore, to propose that a small bell be procured, and attached by a ribbon round the neck of the Cat. By this means we should always know when she was about, and could easily retire while she was in the neighbourhood."

This proposal met with general applause, until an old mouse got up and said: "That is all very well, but who is to bell the Cat?" The mice looked at one another and nobody spoke. Then the old mouse said:

"It is easy to propose impossible remedies."



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Your brain is... a scientist!

Congrats, you are “left-brained”, which means you are a smart scientist! Having the left side dominant makes you logical, analytic and objective. You love to live in a well-organized world and base your assumptions on logical, critical thinking. Your strengths are working with numbers, mathematical reasoning and a well-developed language. This is why you have very strong arguments when it comes to debating a problem or picking a side and can usually convince others to take your point. Your intelligence and work ethic can change the world through some scientific breakthroughs!