

**AN ANALYSIS ON STUDENTS' PROBLEM IN LISTENING
COMPREHENSION OF NARRATIVE TEXT AT XI
GRADE OF SMAN 1 KAMPAR**

THESIS

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KAMPAR

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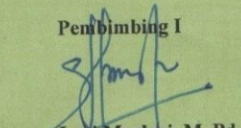
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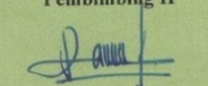
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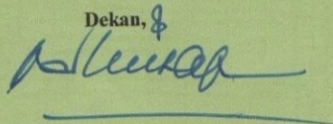

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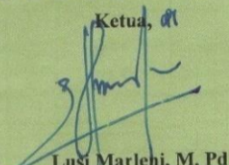
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "**An Analysis on Students' Problem in Listening Comprehension of Narrative Text at XI Grade of SMAN I Kampar**" ini dan seluruh isinya adalah benar-benar karya saya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan tersebut, saya siap menanggung resiko yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini, atau ada klaim dari pihak lain terhadap karya saya.

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Amin.

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RahmatikaOktamiDewi. 2017. An Analysis on the Students' Problem**Listening Comprehension ofNarrative Text at XI Grade f SMAN 1****Kampar.**

This research concerns “An Analysis on Students Problem in Listening Comprehension of Narrative Text of SMA N 1 Kampar.” This research was conducted by using qualitative research method. The subject of the study was class XI IPS-1 students of SMA N 1 Kampar, which consisted of 275 students. The research was conducted in used instruments is qualitative data (test sheet, interview sheet, and questionnaire sheet). Remember the number of students, this research took a sample of 15% of all students in grade two. The study sample was 35 students who were selected for a listening test. Based on observation sheet, questionnaire sheet, and interview report, it was found that the teaching-learning process not ran well because the students have problems in learning listening comprehension of narrative text. This research concluded that XI class of SMA N 1 KAMPAR, still need guidance to understand hearing in learning English, especially in listening comprehension of narrative text.

Keywords: students' achievement, problem listening comprehension, narrative text.

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Sebuah analisis masalah siswa dalam pemahaman mendengarkan dan teks naratif di kelas XI SMAN 1 Kampar.

Penelitian ini membahas "Analisis Masalah Siswa dalam Mendengarkan Pemahaman Teks Naratif SMA N 1 Kampar." Penelitian ini dilakukan dengan menggunakan metode penelitian kualitatif. Subjek penelitian adalah siswa kelas XI IPS-1 SMA N 1 Kampar, yang terdiri dari 275 siswa. Penelitian yang dilakukan pada instrumen yang digunakan adalah data kualitatif (lembar uji, lembar wawancara, dan lembar kuesioner). Ingat jumlah siswa, penelitian ini mengambil sampel 15% dari semua siswa kelas dua. Sampel penelitian adalah 32 siswa yang dipilih untuk tes pendengaran. Berdasarkan lembar observasi, lembar kuesioner, dan laporan wawancara, ditemukan bahwa proses belajar mengajar tidak berjalan dengan baik karena siswa mengalami masalah dalam belajar mendengarkan pemahaman teks naratif. Penelitian ini menyimpulkan bahwa kelas XI SMA N 1 KAMPAR, masih memerlukan panduan untuk memahami pendengaran dalam pembelajaran bahasa Inggris, terutama dalam mendengarkan pemahaman teks naratif.

Kata Kunci: *pemahaman mendengarkan masalah, teks naratif.*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an important language because English is an international language. It is spoken by many people all over the world, either as the first or second language. English is also the key which opens doors to scientific, and technical knowledge, which is needed for the economic and political development of many countries in the world. English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who don't.

According to Depdiknas (2009), there are four major skills in English; that need to be acquired by students; listening, speaking, reading and writing. Each holds the same importance. There is none that most important than the others. In this study, the writer will discuss about listening comprehension.

In this case, listening is one of language skills that meet to be inferred by the students. Listening comprehension is now considered as an active skill that involves many processes. Byrnes (1984) characterizes listening comprehension as a “highly complex problem-solving activity” that can be broken down into a set of distinct sub-skills. In particular, listening comprehension lessons are vehicles for teaching elements of grammatical structure and allow new

vocabulary items to be contextualized within a body of communicative discourse.

In this case, the students at XI Grade of senior high school should be able to respond the meaning in a simple monologue is using a variety of oral language accurately, fluently, acceptable in various contexts of everyday life in a narrative text in listening comprehension. The purposes are determining the type of text to be heard, finding the function and purpose of the narrative text, identifying the character of the story, identify the place and time, and the sequence of events in the text, identifying the end of the text, identifying the moral values in the text.

In listening comprehension, the students learn to understand some texts. The texts are descriptive, narrative, recount, spoof, report, and many others. In narrative text, the students need to understand the contents of the text that aims to entertain the reader or listener because narrative text is a text which contains about fantasy, fairy tales, or a true a story that has been exaggerated. There is usually a moral to be learned at the end of the story. Example of narrative text can be folk tales, animal stories, legends, myths, short stories, comic, cartoon, and others. In understanding, students can improve their listening comprehension of narrative text.

Based on the observation at XI grade of SMA N 1 Kampar, the students learn by using a recording in listening class. The teacher use media such as

recording. The teacher give stimulation of the narrative text while turn on recording. After stimulation is finish, the teacher gives a recording is another story in narrative text. The students to listen and understand the speaker recordings until the story is finished. Then, the students asked for repeat back in the recording of the story. The teacher only gives a chance for repeat back only two times. After repeated, the students to write answers on paper that has been provide. The teacher asked students for make summary about narrative text.

Based on an interview with an English teacher in senior high school N 1 Kampar, researchers obtained information about the results of the semester students of class XI that the results of student scores much lower, especially in teaching listening comprehension of narrative text. And only a few students who received grades above KKM. Thus the results of these interviews can be concluded that in teaching listening comprehension of narrative text is still low.

In this case, learning narrative text usually use recording and watching live without text in listening comprehension. Sometimes, students prefer watching live without because the text easier to understand than recording. But the learning of narrative text often use the recording rather than watch. Learning narrative text is a text that contains the previous story or narrative essay such as the snow white, pinocchio, cinderella, fox and a cat and etc. From the example that story, students only learn the story that has been known and

unknown. In the study of narrative text, students must understand the elements of narrative text that is character, setting, plot, conflict and resolution. Character is the characters involved in the story. So, the students must know who the names or characters in the stories. Setting is a story of action actors. Students need to know where the place or event in the story. The plot is the storyline or the whole story. With the plot, the students can know the whole story. In the story referred to issues that conflict. And the last is a resolution, there must be a story every problem resolution is an actor find a solution and put an end to the problem. If students can master the elements of narrative text, students will be easier to understand the story.

In this case, the students' listening comprehension of narrative text is still low. The students had a problem in listening such as lack knowledge of vocabulary, pronunciation and lack of concentration,. In vocabulary, students don't know all the vocabulary and there are also some known vocabulary in everyday. In the text, there is a vocabulary that is not known by students. In pronunciation, the speakers speaks too fast, and less obvious. The students will be difficult to understand the speaker's language in recording. Then, the students have lack concentration in listening comprehension because the students do not understand what the stories.

Based on the explanation above, it needs to take an investigation on students' problem in listening comprehension of narrative text. This research will be taken at XI grade of SMA N 1 Kampar.

B. Identification of the Problem

Based on the background of the above problems, the problems can be identified as follows:

1. The students lack knowledge of vocabulary
2. The students have difficulty in pronunciation speaker language
3. The students lack of concentration of speaker language

C. Limitation of the Problem

Based on the problem above this research is limited on describing, the student problems in comprehending spoken narrative text at XI grade of SMA N 1 Kampar.

D. Research Questions

From the background of the study, the researcher tries to mention the problem statement of the study:

1. How is the students' listening comprehension of narrative text?
2. What are the students' problems in listening comprehension of narrative text?

E. Purpose of the Problem

Based on the research problem, the purpose of the research are:

1. To describe the students' in listening comprehension of narrative text.
2. To describe the students' problem in listening comprehension of narrative text at XI grade of SMA N 1 Kampar.

F. Significance of the Problem

This study has theoretical and practical significance. 1) Theoretical; this study can be used as a reference for those who want to conduct a research in English teaching-learning process, especially in listening comprehension of narrative text. 2) Practically; the writer hopes this study can give practical significance for the teacher, and other writers, for the teacher, this research can give the description about the students' problem in listening comprehension of narrative text at XI grade of SMA N 1 Kampar.

G. Definition of Key Terms

The key terms of analysis on students' listening comprehension of narrative text at grade XI:

1. Listening Comprehension

Listening comprehension is now considered as an active skill that involves many processes. Listening comprehension lesson are vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse.

2. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

3. Problem

D’Zurilla and Nezu (1982, 1999) problem is defined as any life situation or task (present or anticipated) that demands a response for adaptive function but no effective response is immediately apparent or available to the person or people confronted with the situation because of the presence of one or more obstacles.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Listening Comprehension

1. The Nature of Listening

Many experts have defined the meaning of listening. Various definitions of listening have been by many theorists. Rost (1994 : p.1) states that listening is a vital mental capacity one of the principal means by which we understand and take a part in the world around us. According to Marleni (2015) that listening is one of the four language skills with a purpose to understand spoken text, and build the knowledge of language for communicating in the real situation. It is an active ability to produce the language. Therefore the learners know how to express the language. Meanwhile Brown (1991) states that listening is the activity of paying attention to and trying to get the meaning from something we hear. This statement is supported also by Rost (1994 : p.2) that listening is a process that triggered by our attention. In psychological term, attention is an excitation of nerve pathways in the brain to organize incoming stimuli in an efficient way. The purpose of attention is to help us organize and use what we see and hear.

On the other hand, Rost (1991 : p.3) says that listening is an active process. In order to become better listeners, the learners must think actively when they are listening. By developing an active attitude about understanding and active strategies for making sense of what they hear, the learners can and will improve. Rost also says that listening plays an active part

in language learning. Listening is involved in many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for development of other language skills. If teacher is aware of the links between listening and other skills and by consistently pointing out these links to the learners, the teacher can assist the learners in their overall language development. The last Rost states that the teacher as an active researcher' of listening development. Teacher should be active not just in planning and preparing activities for the learners. However in giving useful feedback to them and exploring with them how their listening skills are changing and improving.

Based on the explanations above, it can be concluded that listening is an active process in communication between speaker and listener which the listener handle the role in catching the messages, analyzing, evaluating, and giving feedback to what the speakers says.

2. The Nature of Listening Comprehension

Many experts also have defined the meaning of listening comprehension. Firstly, comprehension is defined as the mind act or power of understanding (Hornby, 1987: 174). In line with Hornby, Brown and Yule (1997) state that comprehension is not simply the reduction of uncertainty, as has sometimes been claimed; it is also the integration into experience.

Moreover, Marleni (2015) says that listening comprehension is the ability to understand the meaning of spoken text which is called as the extensive

listening or meaning focused listening which concerned on the understanding of meaning with a top down approach as the basic skill to master other language skills. Therefore, comprehension will be usually found in the learners' mind. It is clear that listening comprehension is not only a process of identifying sounds, but also a process of catching the idea of the spoken text whether it is stated explicitly or implicitly. Nunan (2003) says that listening was seen as a major source of comprehensible input. Language learning textbooks began including listening activities that were not simply presentation of language to be produced. They were listening activities for input, the beginning of the kinds of listening tasks common in books today. Listening comprehension is one of the most important and fundamental of the four skills in language learning. Meanwhile, Buck (2001) says that listening comprehension as a process, a very complex process, and if teachers want to measure it, they must first understand how that process work. If teachers consider how the language comprehension system works, it is obvious that a number of different types of knowledge are involved: both linguistic knowledge and nonlinguistic knowledge.

Furthermore, Brown and Abeywickrama (2010) explain that in listening comprehension of narratives, a teacher can use multiple choice tests. In this case, the learners should listen to the story before answering the questions. The writer may use the multiple choice questions, although it does not show the communicative answer. But the writer should pay attention on the indicators of listening comprehension and has creativity to make the questions. Multiple

choices test can use to measure students appropriate with indicators in listening comprehension as the following:

Table 2.1
The indicators of listening comprehension of narrative text

No	Indicators of Listening Comprehension
1	Finding the general information of the story
2	Identifying the communicative of the text
3	Finding the characters (tokoh) in the story
4	Identifying the setting of the story
5	Identifying the problem in the story
6	Identifying the resolution in the story
7	Making inference based on the story
8	Finding the meaning of words (arti kata cth: sinonim)

Underwood (1997) argues that there are four main objectives in listening comprehension, they are exposing students to a range of listening experiences, making listening comprehension purposeful for the students, helping students understand what listening entails and how they might approach it and building up student's confidence in their own listening ability.

Then, Rost (1994) says that listening comprehension plays an important role in second language instruction for several reason: a) Listening comprehension is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin; b) Spoken language provides a means of interaction for learner. Since learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an

impetus, not an obstacle, to interaction and learning; c) Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers; d) Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.

From the discussion above, it can be concluded that if students know why they are listening, they are more focused. Teachers can help students understand what they are hearing if teachers activate their prior knowledge, teach them (or remind them of) the words that are useful for the listening task, and tell them the purpose of their listening.

3. The Nature of Problem

The word "problem" in the Big Indonesian Dictionary (1995) meaning word used to describe a condition that comes from relationship between two or more factors that produce a confusing situation. According to Hudojo (1990: 32) argues that the problem as a statement to a person in which the person does not have any rules / specific law which can immediately be used to find answers to these questions. Generally, the problem was realized "there" when an individual is aware of circumstances his face is not appropriate to the circumstances he wanted. According to Winkel, (1985) the problem is something that hamper, hinder, or complicate a person achieves the intent and purpose. Problematic conditions thereby disrupt and potentially harmful to people and the environment.

According Sugiyono (2009) the problem is defined as a deviation between it should be with what is really going on, between theory and practice, between the rules of the execution, of plans to the executive. D’Zurilla and Nezu (1982) problem is defined as any life situation or task (present or anticipated) that demands a response for adaptive function but no effective response is immediately apparent or available to the person or people confronted with the situation because of the presence of one or more obstacles.

Based on explanation above, it can be concluded that the problem of the individual self is a difficult condition that requires reduction and if allowed would be detrimental.

4. The Problem in Listening Comprehension

A great number of students believe that listening is the most difficult skill and they start to panic when they hear the word “listening”. But on the other hand students, who learn from what they hear, usually achieve better results at listening. According Goh, (2000) listening problems are defined as the internal and external characteristics that might interrupt text understanding and real life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension. Learning English has problem listening comprehension in narrative text. In listening comprehension problem is the lack of knowledge of vocabulary, pronunciation, and lack of concentration. Vocabulary, not all the vocabulary can known and only know the vocabulary in everyday. The pronunciation is very difficult to

understand because speaker language too fast, and less obvious. Whereas the lack of concentration in listening comprehension is very difficult to understand because do not understand what is meant in the story.

According Willis (1981, p.134) who lists a series of skills for listening dealing with problems, which she calls 'enabling skills'. To quote a few are: predict what people are going to talk about, guessing at unknown words or phrases without panicking, using one's own knowledge of the subject to help one understand, understanding inferred information, e.g., speakers' attitudes or intentions. Buck (2001) identifies numerous problems which can be confronted in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar.

There are many causes of the problems that affect the listening comprehension. Underwood (1998) organizes the major listening comprehension problems as follows: the first problem is a lack of control the speed of the speaker, and the fact that the listener cannot control the speed of the speaker. Many English language learners believe that the greatest difficulty with listening comprehension is that the listeners cannot control the speed of the speaker. It is impossible for the listeners to control the speed from an uncontrolled source. For example, if the listener is listening to a radio broadcast, they cannot ask for a slower speed. The second problem is the inability to have things repeated. The inability to have things repeated is something the listeners must face when exposed to an uncontrolled source. Listeners are not always in

the position to have the speakers to repeat their speech. For example, if they are listening to the radio or watching television, they are unable to ask for repetition.

The third problem is the limited vocabulary of the listeners. This is one of the most significant problems with listening. When listening to speech from an uncontrollable source, the listeners may be distracted by a word that they are unfamiliar with. A listener needs to understand the vocabulary in order to comprehend what they are listening to. For example, if the speaker chooses words which the listeners do not know, it will be difficult for them to understand what they are hearing. Encountering unknown words may cause listeners to stop and think about meaning of the word and miss the next part of the speech. A failure to recognize signals is the fourth problem of listening comprehension. These signals can make the listener confused about what they are hearing. For example, if we are giving directions, we need to use sequencing words to put our information in order by using words like first, second, and third. If the listeners do not know these signals, it will be difficult for them to follow the directions. These signals indicate that the speaker is moving from one phase to another, giving examples, or repeating a point. The listener may notice some markers like “secondly, or then,” or react to the body language, gestures, or changes in the speaker’s intonation. The fifth problem is interpretation. This problem is found with listeners who lack the requisite background knowledge

to understand the context of what they are hearing. An example of this is if students, who are unfamiliar with the context of snow, hear the sentence 'The snow was so bad that there was nobody in the school.' This might be difficult for students' to interpret correctly if they have never experienced snow. In other words, communication is easier if the listener has some relevant knowledge.

The sixth problem in listening comprehension is the ability to concentrate and the concentration level of the listener. Even the shortest break in attention can lead to students becoming bored. For example, if students are listening to something from a poor and unsuitable machine, it can make listening hard and boring for them. It can be difficult for the listener to concentrate when listening to a foreign language. Learners sometimes feel that listening is very tiring even if they are interested, since it requires a strong effort to follow the meaning. The final problem is established language habits or learning behaviors that the learner has picked up from their teachers. As a teacher wants their students to understand everything they hear, they may repeat and pronounce words slowly and carefully. This can make students worry if they fail to understand particular word or phrase. For example, if a teacher requires students to listen to something and do an exercise, the students' feel that if they do not understand every word they are not confident they can complete the task successfully.

Moreover, Ur (1997) states that there are some difficulties found in foreign language listening like hearing the sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents and using visual and aural environmental cues.

It can be concluded that the process of learning listening comprehension is very complicated as stated by Underwood. So, the students must comprehend the text, retain information in memory, integrate with that which follows, and continually adjust understanding of what is heard from knowledge and incoming information.

5. Narrative Text

Narrative is a text focusing on specific participants which tells an interesting story. According to Hasibuan and Ansyari (2007 : 130), narrative text has a generic structure. They consist of orientation, complication, and resolution. Orientation sets the scene: who (introduces the participants in the story), where, when the story happened. While the complication part tells the beginning of the problem which leads to the climax of the main participants. In the end for the resolution part, the problem is solved, either in a happy or sad ending. Ward (2001) asserts that narrative is a story which can be illustrated as a fictive or nonfictive story, or both of them to tell various contemporary and historical stories. It consists of a series of events. The story is in either linear,

circular, or recapitulations plot. One of the fictive narratives is novel. On another hand, one of the non fictive narratives is history.

According to Hudak (2008: 4) “a narrative text is a group of sentence that tell what happens, how the action happens, and in what order the events occur”. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience. According to McKay (2006 : 246) states that some specific examples of narrative are a story, fable, myth, fairytale, poem or play. According to Marleni (2015) in listening, the students learn narratives to understand the all information in the narratives. It means the students learn to have listening comprehension of narratives.

Furthermore, like any other texts that have their own linguistic features; Joyce & Feez (2000) also suggest that narratives have some linguistic features as listed below: a) specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic; b) mainly use action verb (material processes), that describe what happens; c) many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked; d) Normally use past tense; e) dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said; f)

descriptive language is use to enhance and develop the story by creating image in the reader's mind; g) can be written in the first person (I, We) or third person (he, she, they).

Based on the explanation above, the research think that narrative text is about how the students can listening of story, what is happen or occur, where the event is happen, how the event is happen, and how the story is ended by the narrator. I prefer to this statement, because this statement is simple opinion that easy to do by the students in the classroom. The purposes of narrative text are to entertain or amuse the readers. It can be entertained by something funny, very serious, happy, and even sad story.

For example of narrative text:

Snow White

Orientation

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were died.

Complication

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go America and they didn't have enough money to sake Snow White. Snow White did not want her Uncle and Aunt to do this, so she decided it would be best if she ran away. The next

morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Resolution

Then she saw this little cottage she knocked but no one answered, so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “what is your name?” Snow White said, “My name is Snow White.” Doc, one of the dwarfs, said, “If you wish, you may live here with us. “Snow White said, “Oh could I? Thank you. “Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

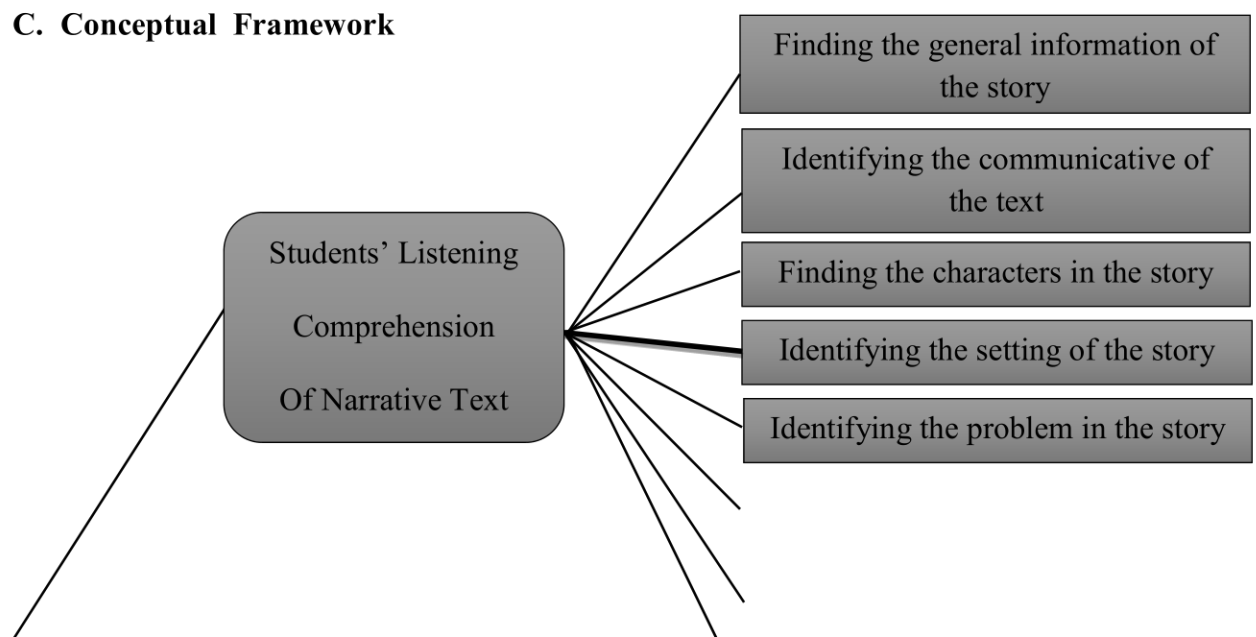
B. Related Findings

For the problem, the writer finds out some related findings in the previous researches follows:

1. Apriliana Sri Rahayu (2010), in research, she focused on Youtube video can improve students' listening comprehension at the tenth grade of SMA Batik 1 Surakarta. Based on the research finding, the result can be concluded that there was findings show Youtube video could improve students listening comprehension of narrative text and classroom situation.
2. DiniUtami (2013), in research, she focused on the analysis of students' ability in writing of narrative texts in terms of schematic structure and linguistic features at One Public Junior High School in Bandung. Based on

the research finding, the result can be concluded that the students from low and middle achievers have insufficient knowledge of writing narrative.

C. Conceptual Framework



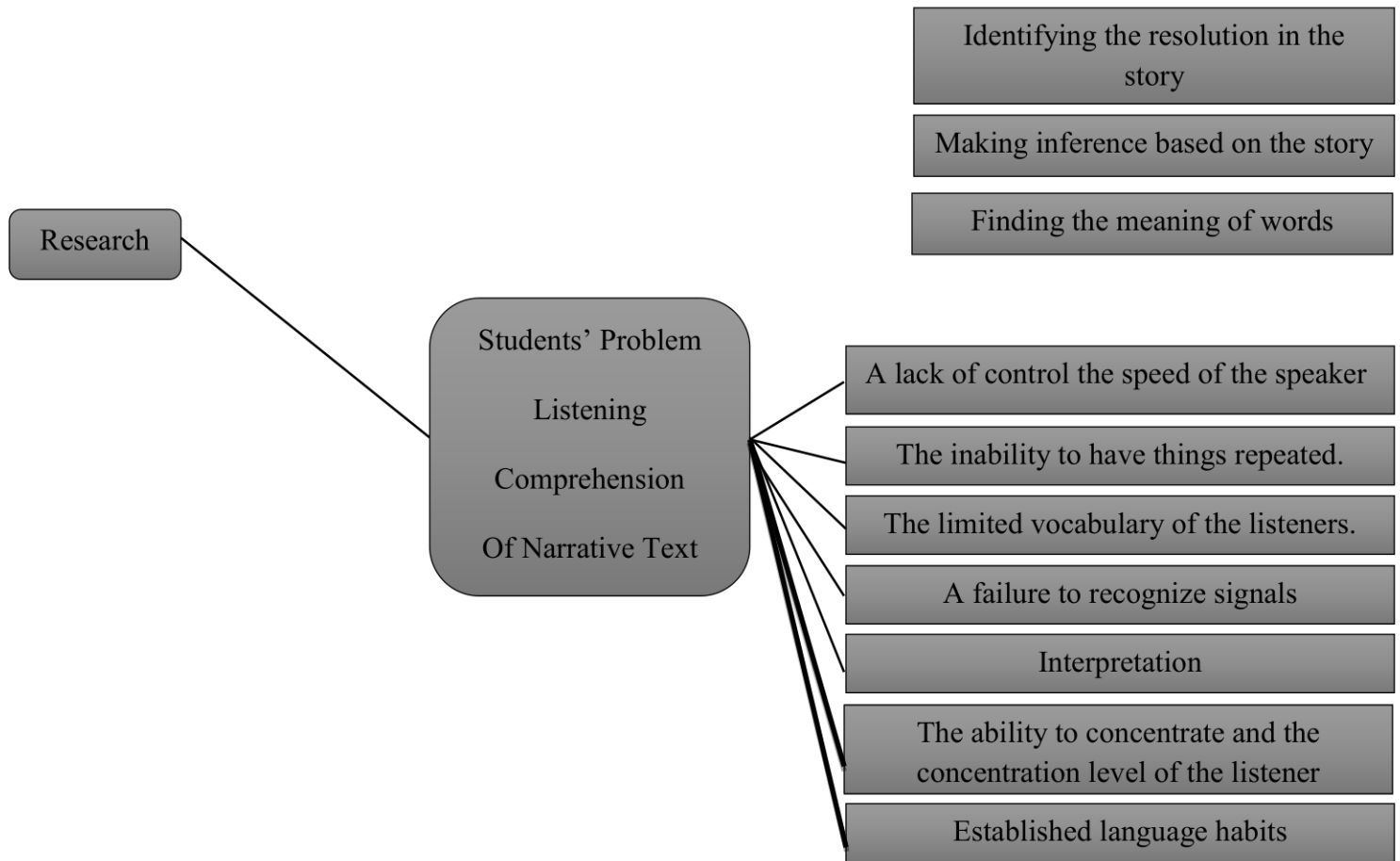


Figure 2.1

Conceptual Framework of Listening Comprehension and Problem Listening

Comprehension

In listening, there are some indicators that should be concerned by a listener to comprehend the listening material well. They are comprehension about finding the general information, identifying the communicative, finding the characters, identifying the setting, identifying the problem, identifying the resolution, making inference based on the story, and finding the meaning of words. Whereas problems in listening comprehension has aspects such as a lack

of control the speed of the speakers, the inability to have things repeated, the limited vocabulary of the listeners, a failure to recognize signals, interpretation, the ability to concentrate and the concentration level of the listener, established language habits.

In listening comprehension about general information, listener in this case the students should finding general information of listening material. It can be shown from the ability of the students to know a text generally of listening material. Identifying of the communicative of the story, the students can understand the use of language appropriate for forwarding information well. Finding the characters, students may find the characters of the story, whether it is the character of the protagonist, antagonist, etc. Identifying the setting of the story, the students must know event of the story. Identifying the problem, the students must know what is problem of the story. In resolution, the students must know the problem is solved, both in a happy or sad ending. Making inference, the students make a conclusion of the story. And last meaning words, the students finding meaning of words of the story.

The first problem in listening comprehension is a lack of control the speed of the speaker, and the fact that the listener cannot control the speed of the speaker. Many English language learners believe that the greatest difficulty with listening comprehension is that the listeners cannot control the speed of the speaker. It is impossible for the listeners to control the speed from an uncontrolled source. The second problem is the inability to have things repeated.

The inability to have things repeated is something the listeners must face when exposed to an uncontrolled source. Listeners are not always in the position to have the speakers to repeat their speech. The third problem is the limited vocabulary of the listeners. This is one of the most significant problems with listening. When listening to speech from an uncontrollable source, the listeners may be distracted by a word that they are unfamiliar with. A listener needs to understand the vocabulary in order to comprehend what they are listening to. The fifth problem is interpretation. This problem is found with listeners who lack the requisite background knowledge to understand the context of what they are hearing. An example of this is if students, who are unfamiliar with the context of snow, hear the sentence 'The snow was so bad that there was nobody in the school.' This might be difficult for students to interpret correctly if they have never experienced snow. In other words, communication is easier if the listener has some relevant knowledge.

The sixth problem in listening comprehension is the ability to concentrate and the concentration level of the listener. Even the shortest break in attention can lead to students becoming bored. The final problem is established language habits or learning behaviors that the learner has picked up from their teachers. As a teacher wants their students to understand everything they hear, they may repeat and pronounce words slowly and carefully. This can make students worry if they fail to understand particular word or phrase.

It can be concluded that the students must be able to master all of which will be given materials listening from indicators listening comprehension. And it will be easy for students in listening comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

1. Place of the Research

The location of this research is SMAN 1 Kampar. It has 24 classrooms, 818 students, and 88 teachers. SMAN 1 Kampar consists of 24 classes. It has 1 library, 1 computer laboratory, 1 multimedia laboratory, 1 mosque, 1 post security, 1 big hall, 3 canteens, 1 teacher's room, 1 office, and 1 headmaster's room.

2	Proposal Writing		√	√	√	√	√	√														
3	Seminar Proposal							√														
4	Implementation of the Research								√	√	√	√										
5	Data Processing and preparation of thesis												√	√	√	√						
6	Thesis defence																		√			

B. Method of the Research

In the qualitative research design, this research design is very suitable for this study since it fulfills the characteristics of qualitative research. According to Cresswell (2003 :18), the qualitative approach is the one

in which the inquirer often makes knowledge claims based primarily on construction perspectives (i.e. the multiple meanings of individual experiences socially and historically constructed, with an intend of developing theory or pattern). The qualitative approach was used to describe the characteristic of the data.

According to Bogdan and Taylor (1975:5) in Moleong (2002:3) states that qualitative method is procedure of research that resulted descriptive data which is in words or spoken and attitude that can be observed. Kirk and Miller (1986:9) in Moleong (2002:3) also give statement about qualitative research. According to them, qualitative research is a tradition of social knowledge science that its basic based on observation of people in area itself and has relationship with the people with their language and term.

Based on explanation above, it can be concluded that qualitative research is a case study because of its characteristics and result descriptive data. This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research was students' problem in listening comprehension of narrative text.

C. Population and Sample

Population and sample are very important in conducting a research. Population is all of research object that consist of concrete or abstract things, events, or phenomenon that become data resources and has specific

characteristic (Sukandarrumidi, 2004:47). According to Nawawi (1993) cited by Mutmainnah (2008:51), population can be divided into two parts, they are; homogenous population and heterogeneous population. Homogenous population is the resources of data that its element has the same characteristics. Heterogeneous population is the resources of data that its element has variation characteristics. The heterogeneous population is a lot found in social research whose object is human or symptoms of the life of people.

The population of this research is the eleventh grade students of SMA Negeri 1 Kampar. This school has eighth classes, four classes are science program, and four classes are social program. The total number of the students is 275 students.

Sample is part of population that has the same characteristic of research object (Sukandarrumidi, 2004:50). Technique of sampling is divided into two; random sampling and non-random sampling. Random sampling is how to take sample in population where each element has the same chance to become sample (Marzuki, 2002:43). Meanwhile non-random sampling is how to take sample where each element has not the same chance to become a sample of research (Marzuki, 2002:45).

The sample of this research is the eleventh grade students of SMA Negeri 1 Kampar. Especially, the students' of grade XI Social 1. There were 35 students in this class. The researcher consist of 35 students.

D. Instruments of the Research

One of most important activities in doing research is how to get and collect the data needed: the researcher has tried to apply some appropriate research instrument. According to Arikunto, research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed here were several ways to collect data like questionnaire, observation, filed notes, interview and test. In this study, the researcher gathered the data by using several instrument namely, questionnaire, interview, and test.

1. Questionnaires

In this study the researcher takes the questioner by using one ways, there is the questionnaire for the students. Questionnaire is to be attention center, it is the problem which should be solved. Every question is a part of hypotheses which wants to be experimented. Questionnaire is used to collect data about students' problem in listening comprehension of narrative text.

2. Interview

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide. This research, interview is used to get the interview data from English teacher of the students problem in listening comprehension of

narrative text. It can be used to investigate the students' problem in listening comprehension of narrative text. Furthermore, using interview in this research is to connect the data result of questionnaires with the English students' opinion.

3. Test

Test is a procedure that can be used for measurement and assessment in the form of assignment so that can result value. In this test, students listen a text through recording before students will answer questions that have been provided. This test will be given to students in the form of multiple choice.

E. Techniques of Collecting Data

Collecting data is an action of the researcher to get data needed in the research. Collecting of data is important of the research. It is because without data, the research will not ever happen. Collecting of data must be paid attention more to support the successful research. There are several techniques to collect the data, such as questionnaires, observation, interview and test. In this research, the researcher uses questionnaire, interview and test to collect the data.

1. Test

By the test, the researcher wants to know the the students' problem in listening comprehension of narrative text. In this case, the researcher uses to measure the students' listening comprehension of narrative text at the second grade SMA N 1 Kampar. This test consisted of 32 items. The test applied were multiple choices test, each item had four option: a, b, c, and d. The writer choose multiple choices test because this test allows students to answer the questions of the test and allows teachers to check the answer of the students. The test can be seen as follows:

Table 3.2

Blu Print of the Test of Listening Comprehension of Narrative Text

No	Items to be Tested	Number of Test Items	Time
1.	Finding the general information of the story	1,9,17,25	
2.	Identifying the communicative of the text	2,10,18,26	
3.	Finding the characters in the story	3,11,19,27	

4.	Identifying the setting of the story	4,12,20,28	45 Minutes
5.	Identifying the problem in the story	5,13,21,29	
6.	Identifying the resolution in the story	6,14,22,30	
7.	Making inference based on the story	7,15,23,31	
8.	Finding the meaning of words	8,16,24,32	

3. Interview

By the interview, the researcher wants to know the students' problem in listening comprehension of narrative text. In this case, the researcher uses a interview form question for English teacher which the students have problem in listening comprehension of narrative text.

Interview questions below:

1. What are problems in study listening comprehension of narrative text?
2. Could students follow speed of the speaker in a recording?
3. Could students repeat the words heard in the text?
4. What is student often find difficult words in the text?

5. Could students follow plot is heard?
 6. Could students repeat the story is heard?
 7. Could students concentrate on the story is heard in recording?
 8. What is students accustomed to hearing narrative text on schedule and the advice that has been given the teacher?
4. Questionnaires

By the questionnaires, it was contained about some questions for the respondents dealing with problem students' in listening comprehension of narrative text at the second grade of SMA N 1 Kampar. The questionnaire consisted of 8 items. Each item had two options : Yes and No. And the students were asked to wrote the reasons of their answer..

F. Technique of Analyzing Data

Analyzing data is an effort which is done by researcher to embrace the data accurately. After collecting the data, researcher analyzed the data. It can be defined as the process of analyzing data required from the result of the research. The data of this study were analyzed using qualitative methods. The qualitative method was used to describe the characteristics of the data. After all of the data were collected, the data were analyzed by following steps: first, the main data obtained from the observation were identified and analyzed. Second,

the researcher evaluated the results of the test made by the students in listening comprehension of narrative text and score was given. Third, the researcher found out the students' level of mastery. The last, the researcher found out the students' mean score. The mean score showed the level of improvement achieved by the students after following teaching and learning process through the implementation in listening comprehension of narrative text. The formula can be seen as follows:

The score of each student

$$X = \frac{N \cdot X}{n} \cdot 100$$

Notes:

X = the score of each student

N = the number of correct answer

n = the number of the items

In this study, the level of mastery was determined by using the minimum competency proposed by Agung (1988: 70); in this type of evaluation, the level of mastery was determined by using minimum competency, which was considered the passing score from the all materials that should be acquired, that is, ≥ 7.0 or $\geq 70\%$ and fell into sufficient category. Thus, the criteria about level of the students. Result for the score, can be seen in the following table:

Table 3.3

The criteria of the students' level of mastery

Score (%)	Level of Mastery
80 % - 100 %	Very good
70 % - 79 %	Good
60 % - 69 %	Sufficient
50 % - 59 %	Insufficient
0 % - 49 %	Poor

Those criteria above mean:

Very Good : the achievement of the students who were able to answer the test items between 80% to 100%.

Good : the achievement of the students who were able to answer the test items between 70% to 79%.

Sufficient : the achievement of the students who were able to answer the test items between 60% to 69%.

Insufficient : the achievement of the students who were able to answer the test items between 50% to 59%.

Poor : the achievement of the students who were able to answer the test items between 0% to 49%.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Findings of the Research

1. The Description of Data

This research was conducted at SMAN 1 Kampar which is located in Air Tiris. The totals of students are 32. They are 12 boys and 20 girls. The main concern of this study was focused on describing student's problem in listening comprehension of narrative text at XI grade of SMA N 1 Kampar.

In order to get the data of this research, the researcher used the test and questionnaire. The test was to measure the students' in listening comprehension of narrative text at XI grade of SMAN 1 Kampar. The researcher gave test to the students regard to the indicator in listening comprehension of narrative text. Listening comprehension of narrative text was divided into eight indicators. Which are in finding the general information, identifying the communicative, finding the characters, identifying the setting, identifying the problem, identifying the resolution, making inference based on the story and finding the meaning of words. The questionnaire was used to got specific information about the students' problem listening comprehension of narrative text at XI grade of SMA N 1 Kampar. In questionnaire the students' will choose yes and no. The researcher gave questionnaire to the students which revealed in the students' opinion problem in listening comprehension of narrative text. With an

opinion, the students will know what is a problem in listening comprehension of narrative text.

B. The Data Analysis

1. The Students' Listening Comprehension of Narrative Text in Each

Indicators

The writer carried out the research at XI grade of SMA N 1 Kampar, the data were analyzed in order to find out the students' problem in listening comprehension of narrative text test. In this research, the researcher took 32 students as the sample in order to find out the students' problem in listening comprehension of narrative text and the researcher used the test. In this test, the students were asked to answer the question related to the indicators listening comprehension of narrative text. The indicators are finding the general information, identifying the communicative, finding the characters, identifying the setting, identifying the problem, identifying the resolution, making inference based on the story and finding the meaning of words.

In calculating the mean score of the students' listening comprehension of narrative text of test 1 and test 2. The researcher calculated the mean score in each indicators. The data follows:

Table 4.1

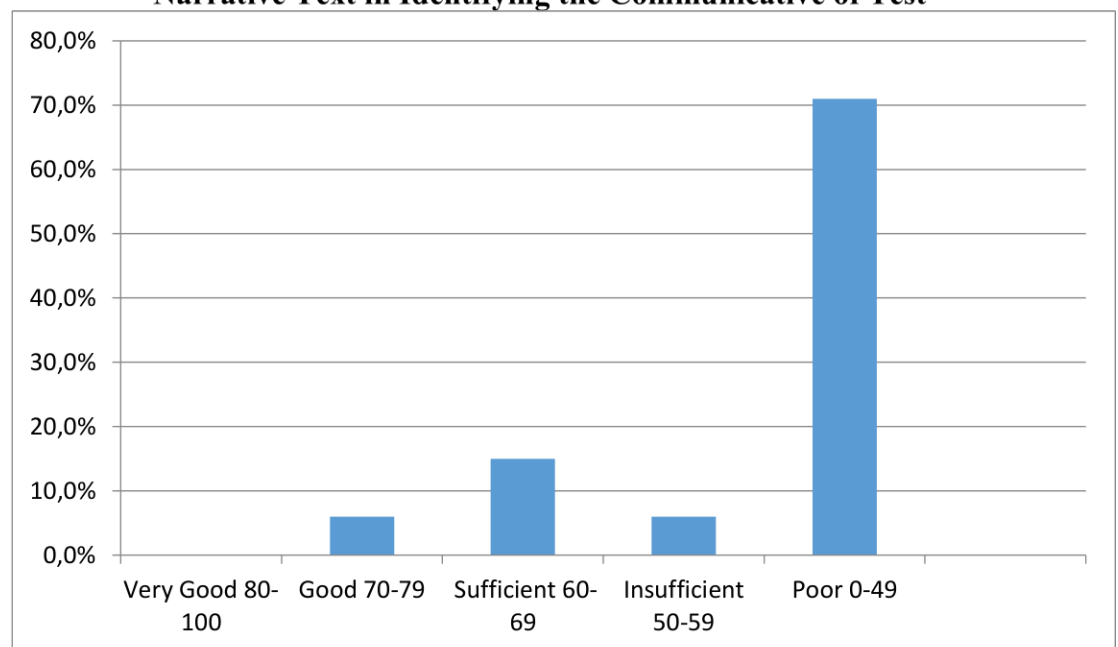
**The Percentage of the Students' Listening Comprehension of
Narrative Text in Finding the General Information of Test**

No.	Score/ Range	Ability Level	Frequency	Percentage 1
1.	80 – 100	Very good	3	9%
2.	70 – 79	Good	6	18%
3.	60 – 69	Sufficient	1	3%
4.	50 – 59	Insufficient	1	3%
5.	0 – 49	Poor	21	65%
			32	100%

Based on the table above, seen that are 3 students (9,1%) obtained very good level, 6 students (18%) obtained good level, 1 students (3%) obtained sufficient level, 1 students (3%) obtained insufficient level, and 21 students (65%) obtained poor level. The mean score result of the students' listening comprehension of narrative text in finding the general information of test is 40. It mean that the students' listening comprehension of narrative text in finding the general information of test is categorized in poor level.

Based on the data of test above proved that the mean score of the students' listening comprehension of narrative text in finding the general information of test is 40. The students cannot reach score highest in finding the general information of test and only got score lowest than highest. So it can be concluded that the students' listening comprehension of narrative text in finding the general information is categorized in poor level. It caused that the students less focus in understand listening comprehension of narrative text. so they answered the question carelessly.

Figure 4.1
The Percentage of the Students' Listening Comprehension of Narrative Text in Identifying the Communicative of Test



From the graphic above, it show that are 2 students (6%) obtained good level, 5 students (15%) obtained sufficient level, 2 students (6%)

obtained insufficient level, and 23 students (71%) obtained poor level. The mean score result of the students' listening comprehension of narrative text in identifying the communication of test is 20. It means that the students' listening comprehension of narrative text in identifying the communicative of test is categorized in poor level.

Based on the data of test above proved that the mean score of the students' listening comprehension of narrative text in identifying the communicative of test is 20. The students only got score lowest again than highest. It can be concluded that the students' listening comprehension of narrative text in identifying the communicative is categorized in poor level. So that, from the data in finding the general information and identifying the communicative of test still low and not reach highest score. It caused that the question were difficult for them and they didn't know the words and purpose.

Table 4.2
The Percentage of the Students' Listening Comprehension of
Narrative Text in Finding the Characters of Test

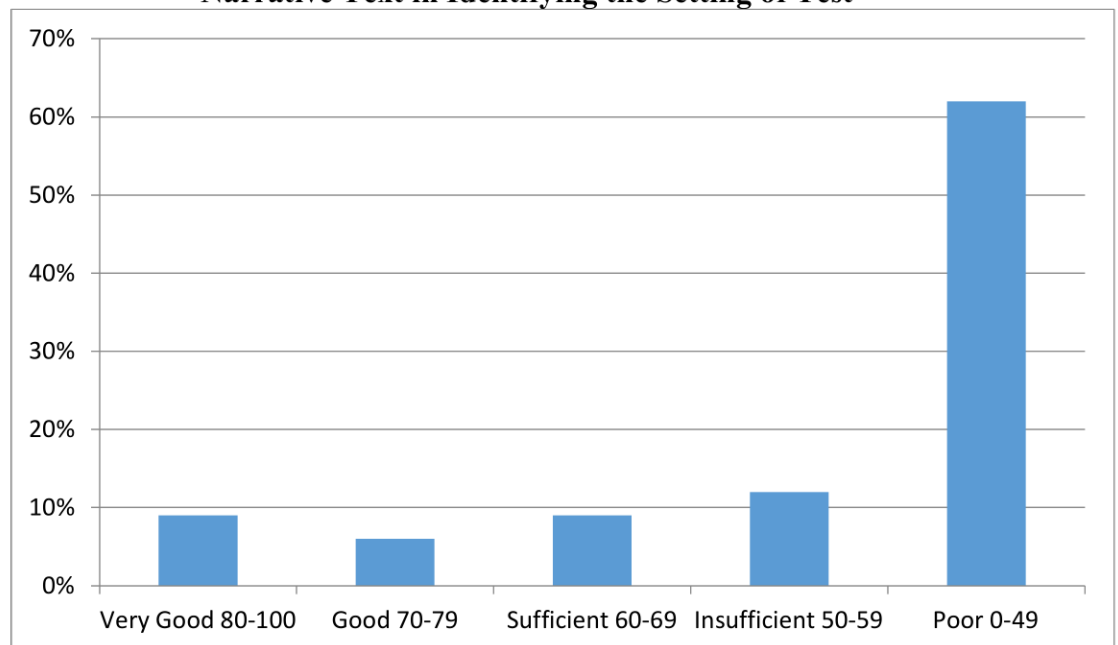
No.	Score/ Range	Ability Level	Frequency	Percentage 1
1.	80 – 100	Very good	9	28%
2.	70 – 79	Good	1	3%

3.	60 – 69	Sufficient	8	25%
4.	50 – 59	Insufficient	0	0%
5.	0 – 49	Poor	14	43%
			32	100%

The table above show that are 9 students (28%) obtained very good level, 1 students (3%) obtained good level, 8 students (25%) obtained sufficient level, and 14 students (43%) obtained poor level. The mean score result of the students' listening comprehension of narrative text in finding the characters of test is 40. It means that the students' listening comprehension of narrative text in finding the characters of test is categorized in poor level.

Based on the data of test above proved that the mean score of the students' listening comprehension of narrative text in finding the characters of test is 40. The students only got score lowest again than highest. It can be concluded that the students' listening comprehension of narrative text in finding the characters is categorized in poor level. From the data first until third still not yet reach highest score. It caused that the students didn't focus in listening comprehension of narrative text.

Figure 4.2
The Percentage of the Students' Listening Comprehension of Narrative Text in Identifying the Setting of Test



Based on the graphic above, seen that are 3 students (9%) obtained very good level, 2 students (6%) obtained good level, 3 students (9%) obtained sufficient level, 4 students (12%) obtained insufficient level, and 20 students (62%) obtained poor level. The mean score result of the students' listening comprehension of narrative text in identifying the

setting of test is 20. It mean that the students' listening comprehension of narrative text in identifying the setting of test is categorized in poor level.

Based on the data of test above proved that the mean score of the students' listening comprehension of narrative text in identifying the setting of test is 20. The students only got score lowest than highest. It can be concluded that the students' listening comprehension of narrative text in identifying the setting is categorized in poor level.

Table 4.3
The Percentage of the Students' Listening Comprehension of Narrative Text in Identifying the Problem of Test

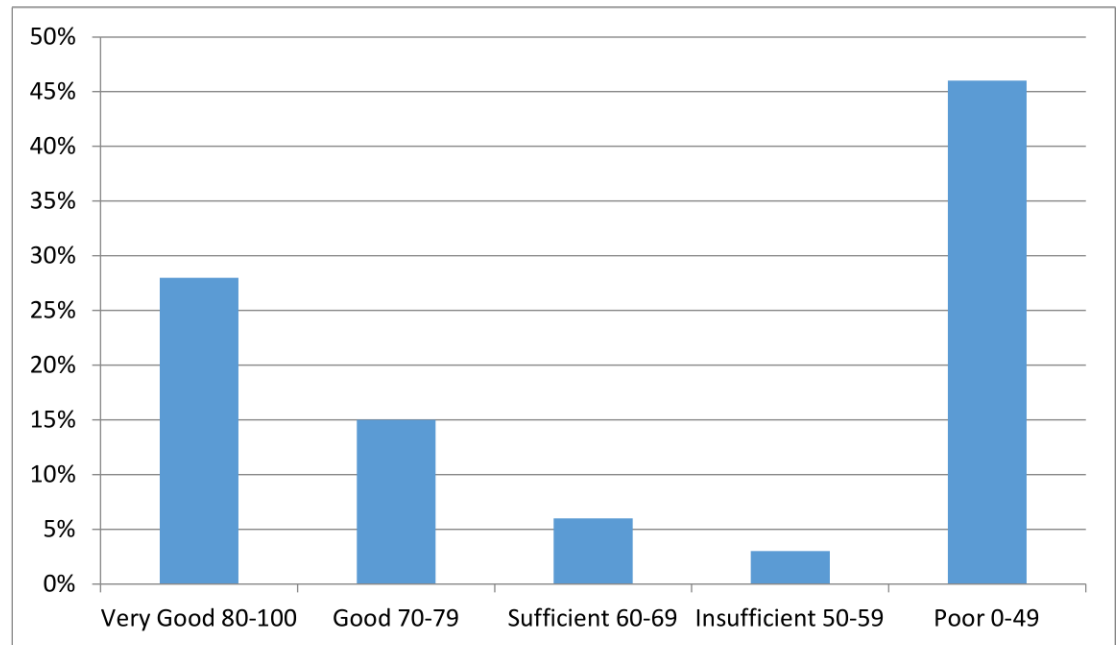
No.	Score/ Range	Ability Level	Frequency	Percentage 1
1.	80 – 100	Very good	0	0%
2.	70 – 79	Good	5	15%
3.	60 – 69	Sufficient	1	3%
4.	50 – 59	Insufficient	4	12%
5.	0 – 49	Poor	22	68%
			32	100%

From the table above, it show that are 5 students (15%) obtained good level, 1 students (3%) obtained sufficient level, 4 students (12%) obtained

insufficient level and 22 students (68%) obtained poor level. The mean score result of the students' listening comprehension of narrative text in identifying the problem of test is 40. It mean that the students' listening comprehension of narrative text in identifying the problem of test is categorized in poor level.

Based on the data of test above proved that the mean score of the students' listening comprehension of narrative text in identifying the problem of test is 40. The students cannot reach score highest in identifying the problem of test and only got score lowest than highest. So it can be concluded that the students' listening comprehension of narrative text in identifying the problem is categorized in poor level. It caused that the students felt confuse to get the meaning words. So that, they difficult to answered of question.

Figure4.3
The Percentage of the Students' Listening Comprehension of
Narrative Text in Identifying the Resolution of Test



The graphic above show that are 9 students (28%) obtained very good level, 5 students (15%) obtained good level, 2 students (6%) obtained sufficient level, 1 students (3%) obtained insufficient level, and 15 students (46%) obtained poor level. The mean score result of the students' listening comprehension of narrative text in identifying the resolution of test is 20. It mean that the students' listening comprehension of narrative text in identifying the resolution of test is categorized in poor level.

Based on the data of test above proved that the mean score of the students' listening comprehension of narrative text in identifying the resolution of test is 20. So it can be concluded that the students' listening comprehension of narrative text in identifying the resolution is

categorized in poor level. It caused the students always confuse in find finally end of the story because not known meaning of words.

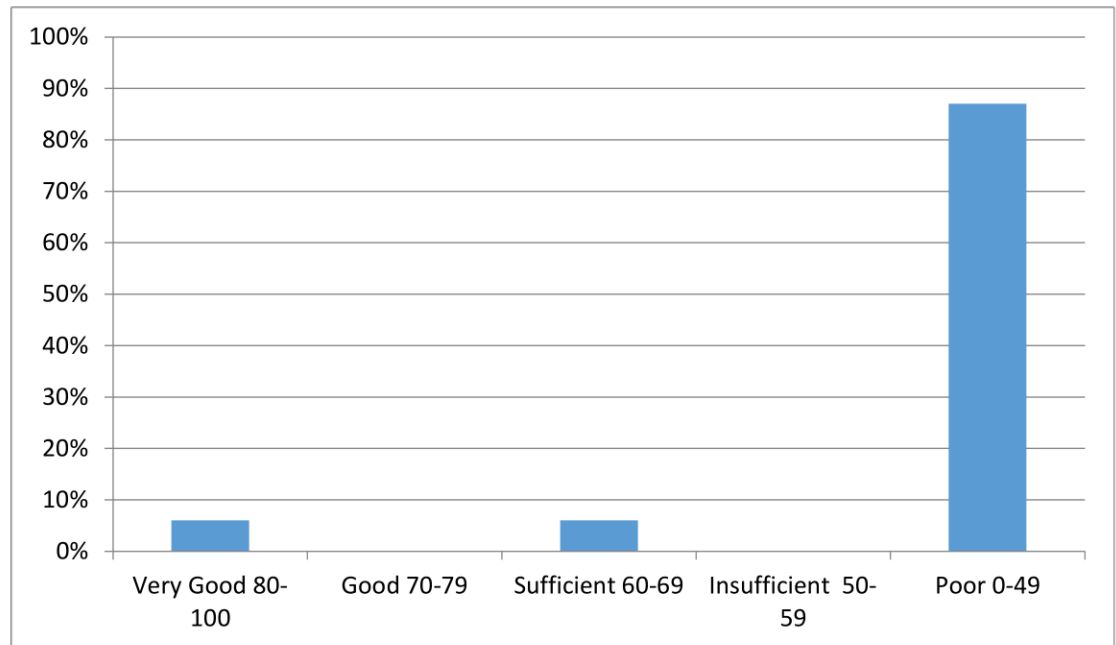
Table 4.4
The Percentage of the Students' Listening Comprehension of
Narrative Text in Making Inference of Test

No.	Score/ Range	Ability Level	Frequency	Percentage 1
1.	80 -- 100	Very good	4	12%
2.	70 -- 79	Good	4	12%
3.	60 -- 69	Sufficient	0	0%
4.	50 -- 59	Insufficient	3	9%
5.	0 -- 49	Poor	21	65%
			32	100%

Based on the table above, seen that are 4 students (12%) obtained very good level, 4 students (12%) obtained good level, 3 students (9%) obtained insufficient, and 21 students (65%) obtained poor level. The mean score result of the students' listening comprehension of narrative text in making inference of test is 40. It mean that the students' listening comprehension of narrative text in making inference of test is categorized in poor level.

Based on the data of test above proved that the mean score of the students' listening comprehension of narrative text in making inference of test is 40. The students cannot reach score highest in making inference of test. So it can be concluded that the students' listening comprehension of narrative text in making inference is categorized in poor level. It caused that from first until end of the story less understand. So, they answered the question carelessly.

Figure4.4
The Percentage of the Students' Listening Comprehension of
Narrative Text in Finding the Meaning Words of Test



From the graphic above show that are 2 students (6%) obtained very good level, 2 students (6%) obtained sufficient level, and 28 students (87%) obtained poor level. The mean score result of the students' listening comprehension of narrative text in finding meaning of words of the test is 20. It means that the students' listening comprehension of narrative text in finding the meaning of words of the test is categorized in poor level.

Based on the data of test above proved that the mean score of the students' listening comprehension of narrative text in finding the meaning words of test is 20. The students cannot reach score highest in finding the general information of test and only got score lowest than highest. It caused that the words little unfamiliar than before and confuse to get the

meaning of words. So it can be concluded that the students' listening comprehension of narrative text in finding the general information is categorized in poor level.

2. The Students' Listening Comprehension of Narrative Text

From on the discussion above the level of student in the test are low or poor. It is indicate the student should be learning more depth. The student low score because they did not seriously to study especially in study listening narrative text. As we know that some student in the level of English in senior high school is lower that are did not like learning English.

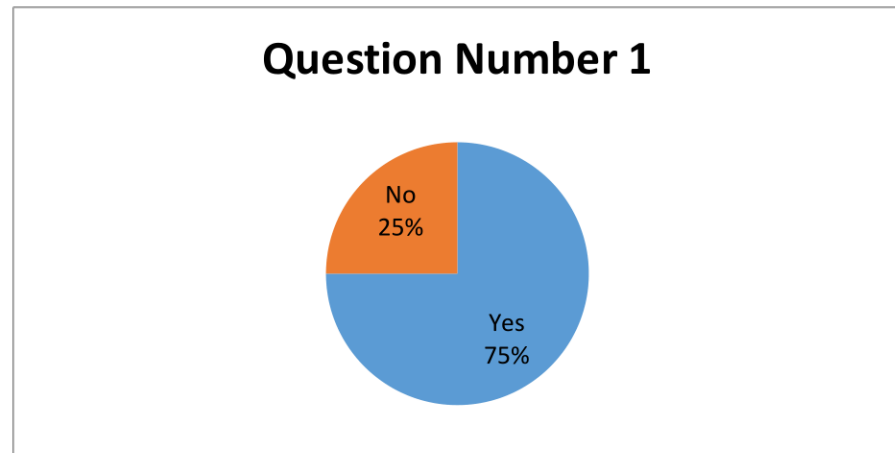
From on the result test in each indicator show that students still low in listening comprehension of narrative text. None of the students get very good from every indicator. After know result all of test in each indicator, only one indicator most difficult is finding the meaning words. It show that are 2 students (6%) obtained very good level, 2 students (6%) obtained sufficient level, and 28 students (87%) obtained poor level. it means that the students' listening comprehension of narrative text in finding the meaning of words of the test is categorized in poor level. it caused that the words little unfamiliar than before and confuse to get the meaning of words.

It can be concluded that the students should be learning more depth again and must be active in learning English. the students accustom for memorize vocabulary and finding the meaning of words. So, the students will easier to knowing about meaning of words.

3. The Result Questionnaire

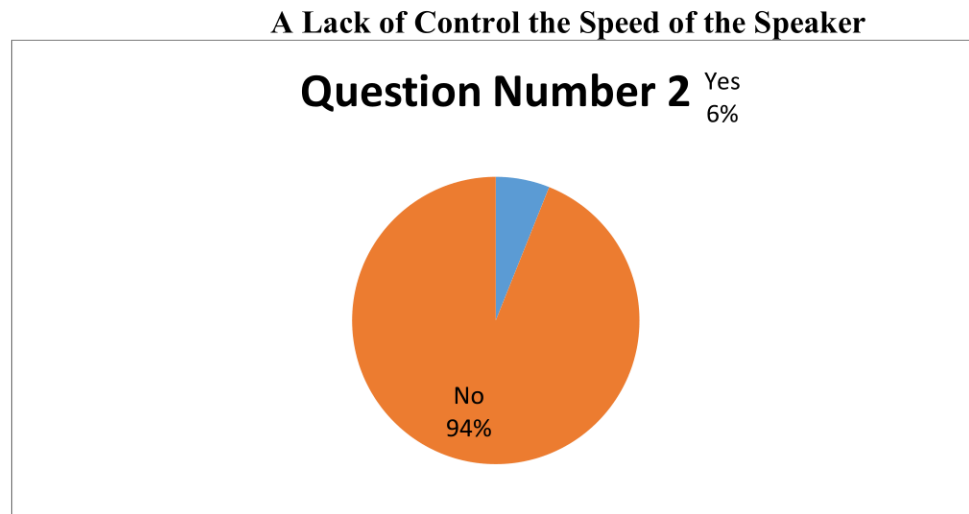
The result of questionnaire was analyzed to get specific dealing with students' problem in listen ing comprehension of narrative text at XI grade of SMAN 1 Kampar. the questionnaire was analyzed to got specific information by the students' responses dealing with students' problem in listening comprehension of narrative text at XI grade of SMAN 1 Kampar.. To make them clear, the researcher analyzed each categorize of the questionnaire as follows:

Figure 4.5
Love to Learn English



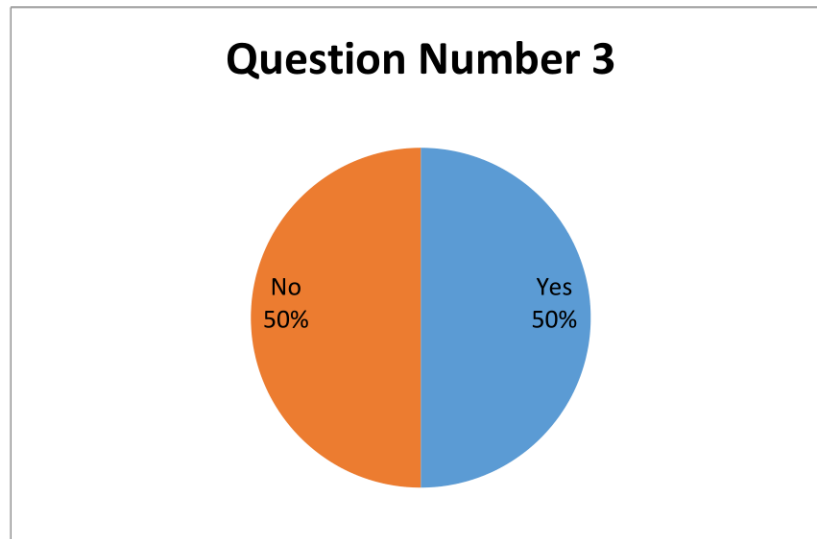
Based on the figure of the first question, 24 or 75% the students always love to learn English. Their opinion said that learning English very fun, interesting, want to abroad, want smoothly English, lesson very challenge the mind and international language. Meanwhile, 8 students or 25% the students do not love to learn English. Because lesson English very difficult and not accustomed with language English, because pronunciation too fast or not explain, and it's so made them feel headache.

Figure 4.6



Based on the figure of the second question, 2 students or 6% the students always lack of control the speed of the speaker. This is caused by most of the students have lack skill in listening, so that they do not accustomed in listening English words. For that, the students get used to listening English like listening to English music, and English movie so they can control the speed of the speaker. Meanwhile, 30 students or 93% did not control the speed of the speaker because they said can't master words and not understand of the speaker.

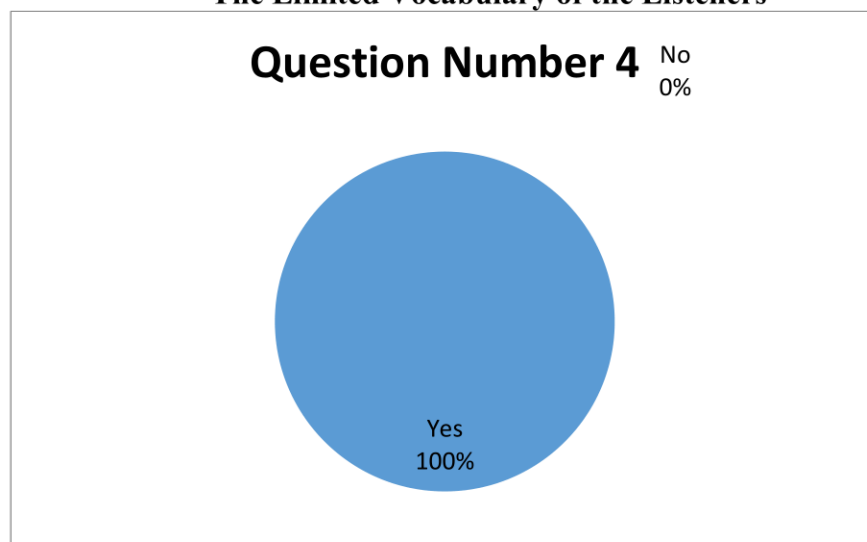
Figure 4.7
The Inability to Have Things Repeated



The figure of the third question, 16 or 50% the students not find difficulty in understanding listening comprehension. Almost all the students say that they do able to have things repeated of the speaker because the students understand of the speaker. and there are said that they can retell of story only little or not full of story. Meanwhile, 16 students or 50% the students find difficulties to have things repeated. They said that the students not understand of speaker, difficult in understand pronunciation too fast, and there is a difficult word. This is due to the lack of vocabulary

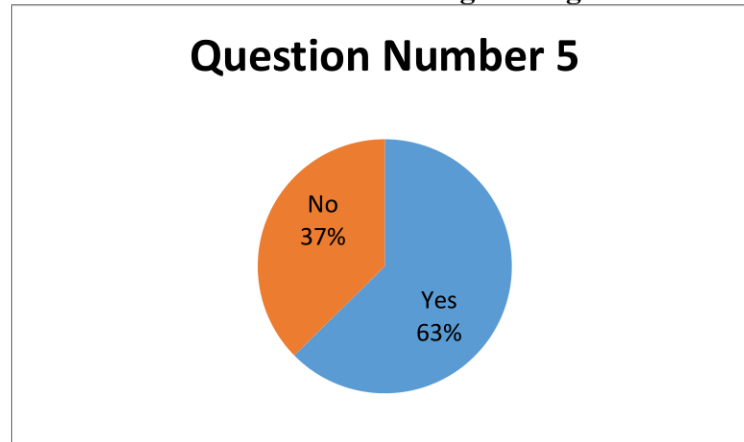
Figure 4.8

The Limited Vocabulary of the Listeners



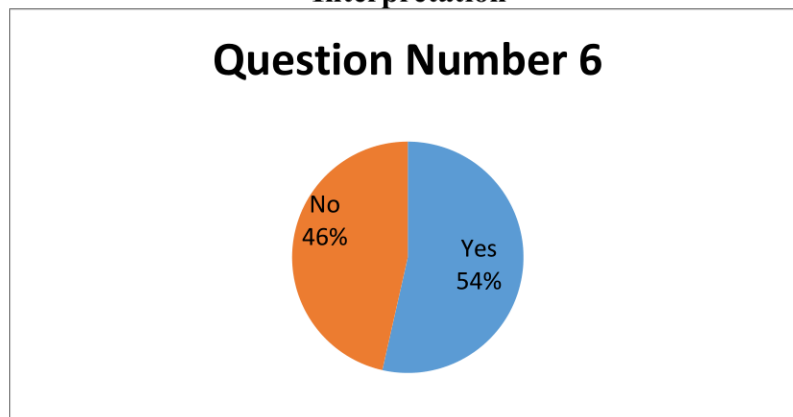
From the figure of the fourth question, 32 or 100% of students find difficult word. All of students said yes. This is caused by most of the students didn't master vocabulary, so that they do not know the meaning of the difficult words. They also said that many vocabulary that they didn't know the meaning of the vocabulary, they had little vocabulary in English, the students didn't understand about the vocabulary without used dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word.

Figure 4.9
A Failure to Recognize Signals



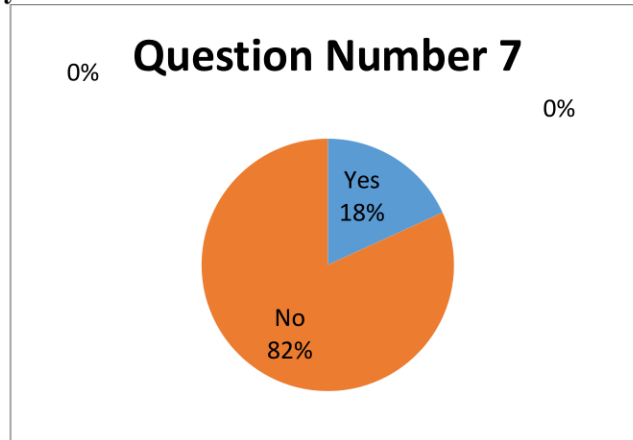
Based on the figure of the fifth question, 20 or 62% the students can understand to recognize signals. They said that very easy follow the storyline of the speaker. Because the students understand of paragraph first until end, and there are said that they can follow recognize signal if there are picture. Meanwhile, 12 or 37% the students not understand to recognize signals. They said that very difficult to follow the storyline of the speaker, not understand, because the story is long, and without picture, they can't follow plot. It caused that they felt disturbed with foreign vocabulary. So, they stop for focus in listening.

Picture 5.0
Interpretation



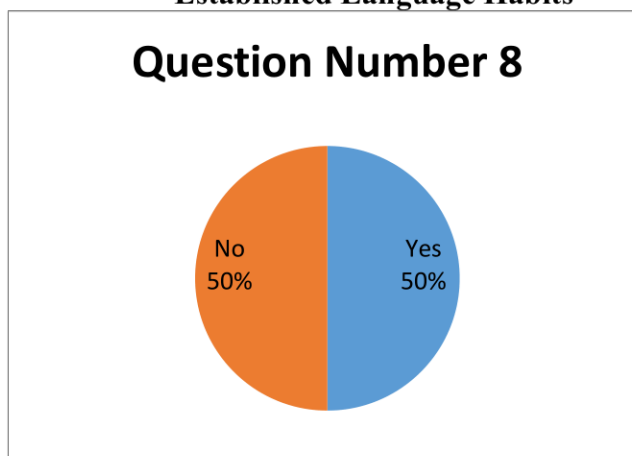
The figure of the sixth question, 17 or 53% the students can interpretation of the speaker. They said that it can repeat story of the speaker, easy understand, they accustom learning English about retell of the story, and they can retell of story although little only not full, with the picture, they can retell of story. Meanwhile, 15 or 46% the students can't interpretation of the speaker. Most of them said that can not repeat story of the speaker because pronunciation too fast, not understand, not knowing of vocabulary, lack know in language English and there are said that they can retell story if used language indonesia.

Figure 5.1
The Ability to concentrate and the concentration level of the listener



From the figure of the seventh question, 6 or 18% the students can concentration because the story is clear of the speaker. They said that the students can focus for listening of the speaker because the story very interesting, they can focus in listening if there are picture, and they can focus if there are not friend disturb. However, 26 or 82% the students can't concentration of the listeners. They said that it can't focus of the speaker because find difficult words such as vocabulary, pronunciation too fast, and not accustom with language English

Figure 5.2
Established Language Habits



Based on the figure of the eighth question, 16 or 50% the students established language habits. They said that habitual listening of narrative text on schedule and suggestion which has given by teacher. Meanwhile, 16 or 50% the students can't established language habits. Because they are not habitual listening of narrative text.

From the data above, the researcher conclude that 32% or 9 the students answer yes. It means the students could listen and understand of narrative text. Meanwhile, the students answer no only 18 students or 68%. It is indicate the students did not want learning English especially in learning the listening narrative text, because the students couldn't understand of narrative text.

4. The Students' Problem in Listening Comprehension of Narrative Text

It relationship with the result of questionnaire. The researchers saw that the students problem in listening comprehension of narrative text, the students can't control the speed of the speaker, the students unable to have things repeated, the students can't master vocabulary of the listeners, the students can't interpretation in listening, the students can't concentration on story of the speaker and last result same in established language habits. It is indicate the students didn't want learning English because language English very difficult and not easy to understand especially in learning the listening comprehension of narrative text.

When the student learn the research found that the students had difficulties in understanding an English story of the speaker. Beside that, the students had low vocabulary, It is make the students more difficult find words in listening comprehension of narrative text. And, the students could not find the important indicators in listening comprehension of narrative text. The students had problem in pronunciation, because pronunciation too fast and not clear, not accustom listen language English and not knowing meaning of words. And then, the students had problem in concentration, because the students can't focus in listening comprehension of narrative text. It caused that the students disturb by

friend their, many vocabulary not knowing, pronunciation too fast, and story is long.

Based on the result of questionnaire in each indicator that the students still weak in learning English. There is only 1 most problem or difficult in listening comprehension of narrative text. The problem is vocabulary, 32 or 100% of students find difficult words. All of students said yes. This is caused by most of the students didn't master vocabulary, so that they do not know the meaning of the difficult words. They also said that many vocabulary that they didn't know the meaning of the vocabulary, they had little vocabulary in English, the students didn't understand about the vocabulary without used dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word.

It can be concluded that the students should be accustom memorize vocabulary minimal 10 words for every day, accustom listen text of the recording, should be active in learning English especially in listening comprehension of narrative text.

C. Discussion

In this discussion of the result of student score and questionnaire of listening comprehension of narrative text. The result of test of student was low score the range showed that there was a significant difference between mean score of test. The test of the students are categories poor. It means the level of excellent nine students or 28%, the level good is five

students or 15%, the level sufficient is 2 students or 6%, the level insufficient is one student or 3%, and the last is poor around fifteen students or 46%.

The finding of this research support the result of the other empirical studies on the listening comprehension performance (Buck, 2001 and Hayati, 2010). The results of these studies have proved that difficulties in listening in a foreign language are typical to listeners from different language background. Furthermore related with other expert (Goh, 2000) that students faced problems on recognition of familiar words. They stated that although they were familiar with some words, they were unable to remember their meaning immediately. They also expressed difficulty in understanding the intended message though they were familiar with literal meaning of words.

Instruction (SSBI) Model (Cohen, 1998) and the model proposed by Grenfell and Harris (1999). A learner's knowledge and awareness of these strategies will decide the quality of his or her comprehension, performance and achievement (Guterman, 2003). Griffiths (2004) holds that language learning strategies are teachable and the fact that learners can benefit from coaching in learning strategies provides much of the research in the field.

Based on some expert about the research conclude that in learning listening comprehension is difficulty in understanding the intended

words. The students should improve to English listening skill, despite they are unfamiliar in listening comprehension of narrative text. As well as student will be learn more of listening English story especially listening comprehension of narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This chapter deals with the conclusions concerning the result of the research. There are 2 research. it is the students' listening comprehension of narrative text and students' problem in listening comprehension of narrative text at XI grade of SMAN 1 Kampar as follows:

1. The Students Listening Comprehension of Narrative Text

Based on data presentation and analysis in the previous chapter, the researcher gets conclusion from the research especially students in listening comprehension of narrative text. There are finding the general information of the story, identifying the communicative of the story, finding the characters, identifying the setting, identifying the problem, identifying the resolution, making inference based on the story and finding the meaning of words. The students' in listening comprehension of narrative text is categorized into low. In each indicator, there is only one indicator low. It is finding the meaning of words. There are 2 students (6%) obtained very good level, 2 students (6%) obtained sufficient level, and 28 students (87%) obtained poor level. It means that the students' listening comprehension of narrative text in finding the meaning of words is categorized in poor level. It caused that the words little unfamiliar than before and confuse to get the meaning of words.

2. The Students Problem in Listening Comprehension of Narrative Text

Based on the presentation and analysis of data in the previous chapter, researchers get conclusions from research, especially students problem in listening comprehension of narrative text. The result of questionnaire showed that 18 or 62% the students could and not understand of narrative text. Meanwhile, 14 or 44% the students couldn't understand of narrative text. It is supported the result of the students' problem listening comprehension of narrative text is still low. Beside that, the students had problem in each indicator. the problem is vocabulary. It show that 32 or 100% of students find difficult words. This is caused by most of the students didn't master vocabulary, so that they do not know the meaning of the difficult words. Many vocabulary that they didn't know the meaning of the vocabulary, they had little vocabulary in English, the students didn't understand about the vocabulary without used dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word.

B. The Suggestion

1. Suggestion for the Students

The students should be active in Learning English by doing some more exercise both at school and at home by listening the kind of English music, and movie film English, especially about narrative text. it is purpose to practice their ability in listening comprehension.

2. Suggestion for the Teacher

The teacher should using various method and techniques in teaching language especially listening comprehension of narrative text and the teacher should be creative in making the class alive and interesting it will make learning become fun.

3. Suggestion for the Further Researcher

The further researcher can use the result of this study as reference to other researchers with different skills or subject.

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APPENDIX I

Test

Name :

Class :

Direction : Choose the right answer by crossing (X) a, b, c, or d on the answer
sheet after listening to the story!

Story1

1. The story is about ...
 - A. The story of a girl who was beautiful
 - B. The story of a girl who became a butterfly
 - C. The story of a girl who was as big as thumb
 - D. The story of a girl who was killed by a thumb

2. The communicative function of the story is
 - A. To communicate with the characters of the story.
 - B. To tell someone experience.
 - C. To give moral message.
 - D. To explain someone experience.

3. The main character of the story was ...
 - A. The witch
 - B. Thumbelina
 - C. The Prince
 - D. The frog

4. Where did the woman put the seed?
 - A. In a house
 - B. In a vase
 - C. In a plate
 - D. In a glass

5. What happened with Thumbelina?
 - A. She was kidnapped by a Giant.
 - B. She was poor and died.
 - C. She was kidnapped from her house.
 - D. She was killed by a Giant.

6. How does the story finally end?
 - A. A prince helped her from the kidnapping.
 - B. A bird helped her and took her to meet a prince.
 - C. She was killed by the witch.
 - D. She was helped by her mother.

7. What can we infer from the story?
- A. The frog stole Thumbelina.
 - B. A witch could create a human
 - C. Kidnapping killed Thumbelina
 - D. The woman was not Thumbelina's mother.
8. "Long, long ago, in a house..." what does the underlined words mean?
- A. In the future
 - B. Now
 - C. In the next time
 - D. In the past time

Story 2

9. What is the story about?
- A. It was about bird which was killed by the hunter
 - B. It was about the fighting of some birds
 - C. It was about bird which was killed by vulture
 - D. It was about bird which was killed by the cat
10. The objective of the story is ...
- A. To tell someone experience
 - B. To describe the places on the story
 - C. To communicate with classmates
 - D. To entertain the viewers
11. Who talked with cat which was seen by the black bird?
- A. Yellow bird
 - B. Vulture
 - C. Eagle
 - D. Pigeon
12. Where did the story take place?
- A. In a market
 - B. In a zoo
 - C. In the jungle
 - D. In the cave

13. What happened in the story?
- A. The vulture was kicked by the cat.
 - B. Some birds was angry because the cat was in the forest.
 - C. The cat was killed by some birds.
 - D. The cat, the vulture's friend ate some birds.
14. How does the story finally end?
- A. Some young birds went to the cat house.
 - B. All the birds expelled the vulture.
 - C. The vulture was killed by the cat
 - D. The birds ran to the tree.
15. Based on the story, we can say that ...
- A. The young birds slept on the nest.
 - B. The young birds were eaten by the vulture.
 - C. The vulture did not know who killed the young birds.
 - D. The vulture had two swings.
16. "cat is the biggest enemy of the birds" The underlined word means ...
- A. Friend
 - B. Family
 - C. Soul mate
 - D. Rival

Story 3

17. The story tells us about...
- A. A prince was cursed by a witch
 - B. A princes was cursed by a witch
 - C. A prince and princess who lived in the castle.
 - D. The king and queen who wanted to have a child.
18. After listening to the story, we know the purpose of the story is ...
- A. To retell the best experience
 - B. To describe the castle

- C. To give an entertain to the viewer.
 - D. To help the Princess.
19. How many characters are in the story?
- A. Ten
 - B. Five
 - C. Six
 - D. Seven
20. Where did the witch curse the Princess?
- A. In a city.
 - B. In the jungle.
 - C. In the castle.
 - D. In her house.
21. What happened with the Princess?
- A. She was cursed by the witch and slept on the bed
 - B. She was cursed by the King
 - C. The queen was angry to the princess
 - D. The witch cursed the king and queen.
22. How does the story finally end?
- A. The king killed the witch
 - B. The King and queen helped their daughter to kill the witch.
 - C. The prince killed the witch.
 - D. The prince kissed the princess's hand and the curse gone.
23. From the story, we can conclude that ...
- A. The curse was caused by the prince.
 - B. The witch was not a woman.
 - C. The King and queen were angry to the prince
 - D. The curse could be gone because of the prince
24. "Everybody was shock", what does the underlined word mean?
- A. Laugh
 - B. crowded
 - C. silent
 - D. surprised

Story 4

25. The story is about ...
- A. Two man who killed their mother.
 - B. The old woman who helped her sons in India.
 - C. A friend reminded her friend to love their mother, not the wealth.
 - D. A girl who lived in the two men' house.
26. The purpose of the story is ...
- A.To communicate with classmates
 - B.To entertain the viewers
 - C.To tell someone experience
 - D.To give moral value to the viewer.
27. How many characters are in the story?
- A. Only two
 - B. Three
 - C. Four
 - D. Five
28. Where did Valsa put the letter?
- A.In the board
 - B.In the castle
 - C.In the casket
 - D.Under the thee.
29. What happened with The old woman?
- A.Her sons thought she was died.
 - B.Her sons killed her in the house.
 - C.She went to a temple.
 - D.She got a surprise from her sons
30. How does the story finally end?
- A.The sons killed Valsa
 - B.Valsa told the secret to the two men
 - C.Valsa and the woman went to the jungle.
 - D.The two men cried in front of Valsa.
31. From the story, we can infer that...

- A. Valsa was the men' daughter.
- B. Valsa lived in the men' house
- C. The two men was greedy men
- D. The two men lived in a castle.

32. "It was said to given this idea to the casket". What does the underlined word mean?

- A. A can box.
- B. A light box.
- C. A woody box.
- D. A plastic box.

APPENDIX II

Keywords of the Test

- | | | | |
|------|-------|-------|-------|
| 1. A | 11. D | 21. A | 31. B |
| 2. C | 12. D | 22. B | 32. A |
| 3. C | 13. A | 23. C | |
| 4. D | 14. C | 24. A | |

5. A	15. B	25. A
6. B	16. D	26. B
7. B	17. A	27. D
8. C	18. B	28. C
9. B	19. C	29. C
10. A	20. C	30. A

APPENDIX III

Questionnaires

Name :

Class :

Jawablah setiap pertanyaan dengan memilih A atau B yang terbaik dapat menunjukkan apa yang benar-benar Anda lakukan saat mendengarkan dalam bahasa Inggris dan berikan alasan.

1. Saya sukabelajarbahasainggris

- a. Ya b. Tidak

Alasan :

2. Saya bisa mengikuti kecepatan pembicara dalam sebuah rekaman

- a. Ya b. Tidak

Alasan :

3. Saya tidak bisa mengulang kata-kata yang saya dengar di dalam teks?

- a. Ya b. Tidak

Alasan :

4. Saya menemukan kata-kata yang sulit di dalam teks yang saya dengar?

- b. Ya b. Tidak

Alasan :

5. Saya bisa mengikuti alur cerita yang saya dengar?

- c. Ya b. Tidak

Alasan :

6. Saya bisa mengulangi cerita yang saya dengar?

- d. Ya b. Tidak

Alasan :

7. Saya bisa konsentrasi pada cerita yang di dengar melalui rekaman.

- a. Ya b. Tidak

Alasan :

- 8. Saya terbiasa mendengar teks narrative sesuai jadwal dan saran yang telah diberikan guru.

- a. Ya b. Tidak

Alasan :

APPENDIX V

**THE STUDENTS' SCORE IN ANSWERING QUESTION OF
LISTENING COMPREHENSION OF NARRATIVE TEXT IN
FINDING THE GENERAL INFORMATION OF TEST**

STUDENTS	N	R	SCORE	LEVEL
1	32	1	32	Poor
2	32	0	0	Poor
3	32	1	32	Poor
4	32	1	32	Poor
5	32	1	32	Poor
6	32	2	64	Sufficient
7	32	2	64	Sufficient
8	32	1	32	Poor
9	32	0	0	Poor
10	32	0	0	Poor
11	32	1	32	Poor
12	32	3	96	Very Good
13	32	1	32	Poor
14	32	1	32	Poor

15	32	0	0	Poor
16	32	1	32	Poor
17	32	1	32	Poor
18	32	0	0	Poor
19	32	2	64	Sufficient
20	32	1	32	Poor
21	32	0	0	Poor
22	32	0	0	Poor
23	32	0	0	Poor
24	32	0	0	Poor
25	32	1	32	Poor
26	32	1	32	Poor
27	32	0	0	Poor
28	32	1	32	Poor
29	32	0	0	Poor

30	32	1	32	Poor
31	32	2	64	Sufficient
32	32	1	32	Poor
TOTAL	1.024	27	864	

**THE STUDENTS' SCORE IN ANSWERING QUESTION OF
LISTENING COMPREHENSION OF NARRATIVE TEXT IN
IDENTIFYING THE COMMUNICATIVE OF TEST**

STUDENTS	N	R	SCORE	LEVEL
1	32	1	32	Poor
2	32	1	32	Poor
3	32	1	32	Poor
4	32	1	32	Poor
5	32	1	32	Poor

6	32	3	96	Very Good
7	32	3	96	Very Good
8	32	0	0	Poor
9	32	1	32	Poor
10	32	0	0	Poor
11	32	3	96	Very Good
12	32	1	32	Poor
13	32	1	32	Poor
14	32	3	96	Poor
15	32	3	96	Poor
16	32	1	32	Poor
17	32	3	96	Very Good
18	32	3	96	Very Good
19	32	0	0	Poor
20	32	1	32	Poor

21	32	1	32	Poor
22	32	1	32	Poor
23	32	2	64	Sufficient
24	32	1	32	Poor
25	32	2	64	Sufficient
26	32	3	96	Very Good
27	32	2	64	Sufficient
28	32	2	64	Sufficient
29	32	1	32	Poor
30	32	1	32	Poor
31	32	0	0	Poor
32	32	0	0	Poor
TOTAL	1.024	47	1.568	

**THE STUDENTS' SCORE IN ANSWERING QUESTION OF
LISTENING COMPREHENSION OF NARRATIVE TEXT IN
FINDING THE GENERAL CHARACTERS OF TEST**

STUDENTS	N	R	SCORE	LEVEL
1	32	1	32	Poor
2	32	1	32	Poor
3	32	0	0	Poor
4	32	0	0	Poor
5	32	1	32	Poor
6	32	1	32	Poor
7	32	0	0	Poor
8	32	1	32	Poor
9	32	1	32	Poor
10	32	1	32	Poor
11	32	1	32	Poor

12	32	0	0	Poor
13	32	1	32	Poor
14	32	1	32	Poor
15	32	1	32	Poor
16	32	1	32	Poor
17	32	1	32	Poor
18	32	1	32	Poor
19	32	0	0	Poor
20	32	1	32	Poor
21	32	1	32	Poor
22	32	1	32	Poor
23	32	1	32	Poor
24	32	1	32	Poor
25	32	1	32	Poor
26	32	1	32	Poor

27	32	1	32	Poor
28	32	0	0	Poor
29	32	1	32	Poor
30	32	1	32	Poor
31	32	0	0	Poor
32	32	1	32	Poor
TOTAL	1.024	26	800	

**THE STUDENTS' SCORE IN ANSWERING QUESTION OF
LISTENING COMPREHENSION OF NARRATIVE TEXT IN
IDENTIFYING THE SETTING OF TEST**

STUDENTS	N	R	SCORE	LEVEL
1	32	1	32	Poor

2	32	1	32	Poor
3	32	1	32	Poor
4	32	1	32	Poor
5	32	1	32	Poor
6	32	1	32	Poor
7	32	1	32	Poor
8	32	1	32	Poor
9	32	1	32	Poor
10	32	1	32	Poor
11	32	1	32	Poor
12	32	1	32	Poor
13	32	0	0	Poor
14	32	1	32	Poor
15	32	1	32	Poor
16	32	0	0	Poor

17	32	2	64	Sufficient
18	32	1	32	Poor
19	32	1	32	Poor
20	32	1	32	Poor
21	32	2	64	Sufficient
22	32	1	32	Poor
23	32	1	32	Poor
24	32	0	0	Poor
25	32	0	0	Poor
26	32	1	32	Poor
27	32	1	32	Poor
28	32	0	0	Poor
29	32	1	32	Poor
30	32	1	32	Poor
31	32	1	32	Poor

32	32	1	32	Poor
TOTAL	1.024	29	928	

**THE STUDENTS' SCORE IN ANSWERING QUESTION OF
LISTENING COMPREHENSION OF NARRATIVE TEXT IN
IDENTIFYING THE PROBLEM OF TEST**

STUDENTS	N	R	SCORE	LEVEL
1	32	1	32	Poor
2	32	1	32	Poor
3	32	2	64	Sufficient
4	32	2	64	Sufficient
5	32	1	32	Poor
6	32	1	32	Poor

7	32	1	32	Poor
8	32	1	32	Poor
9	32	2	64	Sufficient
10	32	2	32	Poor
11	32	0	0	Poor
12	32	1	32	Poor
13	32	0	0	Poor
14	32	1	32	Poor
15	32	2	64	Sufficient
16	32	1	32	Poor
17	32	1	32	Poor
18	32	2	64	Sufficient
19	32	1	32	Poor
20	32	1	32	Poor
21	32	1	32	Poor

22	32	0	0	Poor
23	32	1	32	Poor
24	32	1	32	Poor
25	32	1	32	Poor
26	32	0	0	Poor
27	32	2	64	Sufficient
28	32	0	0	Poor
29	32	0	0	Poor
30	32	0	0	Poor
31	32	1	32	Poor
32	32	1	32	Poor
TOTAL	1.024	32	992	

**THE STUDENTS' SCORE IN ANSWERING QUESTION OF
PROBLEM LISTENING COMPREHENSION OF NARRATIVE TEXT
IN IDENTIFYING THE RESOLUTION OF TEST**

STUDENTS	N	R	SCORE	LEVEL
1	32	1	32	Poor
2	32	0	0	Poor
3	32	1	32	Poor
4	32	1	32	Poor
5	32	2	64	Sufficient
6	32	2	64	Sufficient
7	32	1	32	Poor
8	32	1	32	Poor
9	32	2	64	Sufficient
10	32	1	32	Poor
11	32	1	32	Poor
12	32	1	32	Poor

13	32	1	32	Poor
14	32	1	32	Poor
15	32	1	32	Poor
16	32	1	32	Poor
17	32	1	32	Poor
18	32	1	32	Poor
19	32	1	32	Poor
20	32	1	32	Poor
21	32	1	32	Poor
22	32	1	32	Poor
23	32	1	32	Poor
24	32	1	32	Poor
25	32	1	32	Poor
26	32	1	32	Poor
27	32	1	32	Poor

28	32	1	32	Poor
29	32	1	32	Poor
30	32	1	32	Poor
31	32	1	32	Poor
32	32	1	32	Poor
TOTAL	1.024	34	1.088	

**THE STUDENTS' SCORE IN ANSWERING QUESTION OF
PROBLEM LISTENING COMPREHENSION OF NARRATIVE TEXT
IN MAKING INFERENCE OF TEST**

STUDENTS	N	R	SCORE	LEVEL
1	32	2	64	Sufficient
2	32	1	32	Poor

3	32	0	0	Poor
4	32	0	0	Poor
5	32	0	0	Poor
6	32	1	32	Poor
7	32	1	32	Poor
8	32	0	0	Poor
9	32	1	32	Poor
10	32	2	64	Sufficient
11	32	1	32	Poor
12	32	1	32	Poor
13	32	1	32	Poor
14	32	1	32	Poor
15	32	1	32	Poor
16	32	1	32	Poor
17	32	1	32	Poor

18	32	0	0	Poor
19	32	0	0	Poor
20	32	0	0	Poor
21	32	0	0	Poor
22	32	2	64	Sufficient
23	32	1	32	Poor
24	32	1	32	Poor
25	32	1	32	Poor
26	32	1	32	Poor
27	32	2	64	Sufficient
28	32	0	0	Poor
29	32	0	0	Poor
30	32	1	32	Poor
31	32	1	32	Poor
32	32	0	0	Poor

TOTAL	1.024	25	800	
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**THE STUDENTS' SCORE IN ANSWERING QUESTION OF
PROBLEM LISTENING COMPREHENSION OF NARRATIVE TEXT
IN FINDING THE MEANING WORDS OF TEST**

STUDENTS	N	R	SCORE	LEVEL
1	32	2	64	Sufficient
2	32	2	64	Sufficient
3	32	2	64	Sufficient
4	32	1	32	Poor
5	32	1	32	Poor
6	32	1	32	Poor
7	32	1	32	Poor

8	32	1	32	Poor
9	32	1	32	Poor
10	32	1	32	Poor
11	32	1	32	Poor
12	32	1	32	Poor
13	32	1	32	Poor
14	32	1	32	Poor
15	32	1	32	Poor
16	32	1	32	Poor
17	32	1	32	Poor
18	32	1	32	Poor
19	32	1	32	Poor
20	32	2	64	Sufficient
21	32	0	0	Poor
22	32	2	64	Sufficient

23	32	0	0	Poor
24	32	0	0	Poor
25	32	0	0	Poor
26	32	0	0	Poor
27	32	0	0	Poor
28	32	0	0	Poor
29	32	0	0	Poor
30	32	0	0	Poor
31	32	1	32	Poor
32	32	0	0	Poor
TOTAL	1.024	27	864	

APPENDIX VI

The Result of Questionnaire

No	Name	Number of Questionnaire								Total
		1	2	3	4	5	6	7	8	
1	ADEK AYUNI	1	0	0	1	0	0	0	1	3
2.	ALVI KASMIRA	1	0	1	1	0	0	1	0	4
3.	ARIEF SEPRIADI MAULANA	1	0	0	1	1	1	1	1	6
4.	AZELLA AGUSTINA	0	0	0	1	0	0	1	1	3
5.	DEFALA	0	0	0	1	0	1	1	0	3
6.	DELI FEBRINA	1	1	0	1	1	0	1	0	5
7.	DEVRIILLA SAFITRI	1	0	1	1	1	0	1	0	5
8.	ERIK HARDIANSYAH	1	0	0	1	1	0	0	0	3
9.	ERIZAL	1	0	1	1	0	1	0	0	4
10.	ERZA LINA	0	0	0	1	1	0	1	1	4
11.	FENI JUNIARTI	0	0	1	1	0	0	1	0	3
12.	JEKKY IRAWAN	1	0	0	1	1	1	1	1	6

13.	LILIS RAHMAWATI	1	0	1	1	1	0	1	1	6
14.	M. AZHANUL REZA	1	0	1	1	1	1	1	1	7
15.	M. SYUKRI	1	0	1	1	1	1	1	1	7
16.	M. WAHYU	1	0	0	1	1	1	0	1	5
17.	MAIRATIH RIZIANI	1	0	1	1	1	0	1	0	5
18.	MHD. RAFI	1	0	0	1	1	1	0	0	4
19.	MUAMMAR PADRI	1	0	0	1	0	0	1	1	4
20.	NADYA ROSALIA	1	0	1	1	1	1	1	0	6
21.	NIA KUMALA DELVI	1	0	0	1	0	0	0	1	3
22.	NUR HAFIZAH	0	0	0	1	1	1	1	1	5
23.	NUR SUSANTI	1	1	0	1	1	1	1	0	6
24.	NUR ZAM ZAMI	1	0	0	1	1	1	1	1	6
25.	NURFADILLAH	1	0	0	1	0	0	0	1	3
26.	PANTONI SAPUTRA	1	0	1	1	1	1	1	1	7
27.	PUTRI DIANA	1	0	1	1	0	0	1	0	4

28.	ROSNI AMELIA PUTRI	0	0	1	1	0	0	1	1	4
29.	TAUFIK ALHAKIM	1	0	0	1	1	1	1	0	5
30.	VERA KRISMONICA	1	0	1	1	0	1	1	0	5
31.	WIDYA WISTI NINGSIH	1	0	0	1	1	1	1	0	5
32.	ZARNI YATI RAFNI	0	0	1	1	0	0	1	0	3
Total		25	2	14	32	19	16	25	16	18
Mean %		93	6	43	100	59	50	93	50	62

CURRICULUM VITAE



The writer's name is RahmatikaOktamiDewi. I was born in Duri on October 23th, 1994. I am the fourth child of Mr. Syahril and Mrs. Rosmawati.I have one sister, two brothers, and 1 little sister. I live at Prof. M. Yamin SH street Bangkinang, Kampar Regency, Riau Province.

The writer began I study in Elementary School at SDN 022Duri in 2000 and graduated in 2006. Icontinued my study in Junior High School at SMPN 2 Bangkinang and graduted in 2009. After that, I continued my study to SMAN 2 Bangkinang and graduated in 2013. After finishing my study in SMAN, I decided to study in English Study Program of Faculty of Education University of Pahlawan Tuanku Tambusai.

DOCUMENTATION



