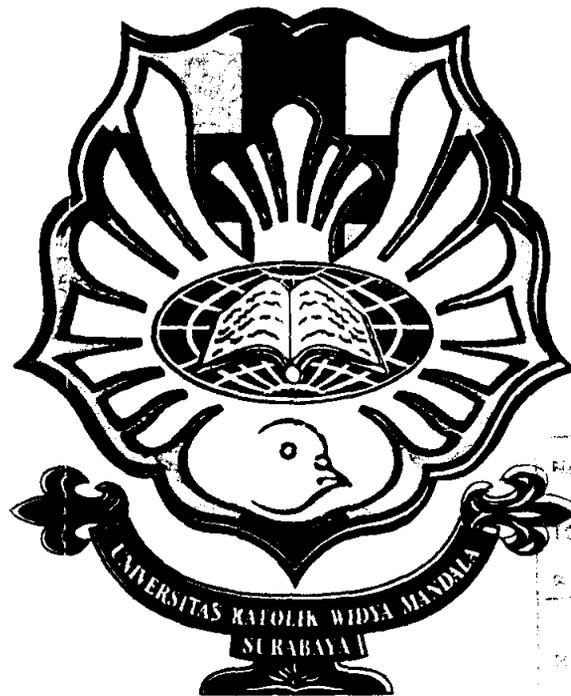


Analyzing the Problems Encountered by Second Grade Students of  
SMUK Mgr. Soegijapranata Pasuruan in Listening to pop Songs

A T H E S I S

As Partial Fulfillment of the Requirements for the Sarjana Pendidikan  
Degree in English Language Teaching Faculty



|             |           |
|-------------|-----------|
| No. WORK    | 0923 /05  |
| TGL. TERIMA | 22-1-2005 |
| NO. KEMAH   | Fkip-19   |
| NO. KEMAH   | Fk-ig     |
| NO. KEMAH   | Wul       |
| NO. KEMAH   | an-1      |
| NO. KEMAH   | 1 (Setty) |

By :

**VILIA WULANSARI**

( 1213000032 )

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

JURUSAN PENDIDIKAN BAHASA DAN SENI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

NOVEMBER, 2004

## APPROVAL SHEET

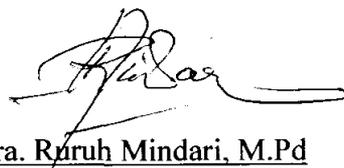
( 1 )

This thesis entitled: “Analyzing the Problems Encountered by Second Grade Students of SMUK Mgr. Soegijapranata Pasuruan in Listening to Pop Songs”, prepared and submitted by Vilia Wulansari has been approved and accepted as partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Prof. E. Sadtono, Ph. D

Advisor I



Dra. Ruruh Mindari, M.Pd

Advisor II

# APPROVAL SHEET

(2)

This thesis has been examined by the committee of an Oral Examination with the grade of \_\_\_\_\_ on September 14<sup>th</sup>, 2004.



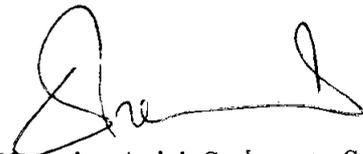
Prof. Dr. Veronica L. Diptoadi

Chairman



Johanes Leonardi Taloko, S.Pd, M.Sc.

Member



Veronica Aniek Setiawaty, S.Pd.

Member



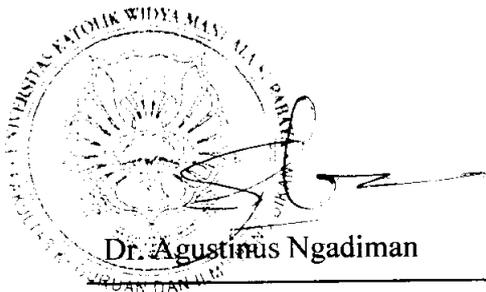
Prof. E. Sadtono, Ph. D

Member



Dra. Ruruh Mindari, M.Pd

Member



Dr. Agustinus Ngadiman

Dean of the Teacher Training Faculty



Dra. Susana Teopikus, M.Pd.

Head of the English Department

## ACKNOWLEDGEMENTS

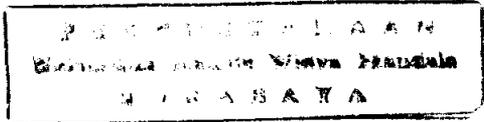
First of all, the writer would like to express her greatest gratitude to The Almighty God for His guidance and blessings to the writer in carrying out and finishing her thesis well.

Having completed this thesis, the writer once again would like to express her deepest gratitude to:

1. Prof. E. Sadtono, Ph. D, the first advisor who has been willing to help the writer in doing her thesis.
2. Dra. Ruruh Mindari M.Pd, the second advisor who has guided and helped the writer in doing his thesis.
3. Prof. Dr. Veronica L. Diptoadi , Johanes Leonardi Taloko, S.Pd, M.Sc. and Veronica Aniek Setiawaty, S.Pd who have been willing to help the writer in doing her thesis.
4. The administrative Personnel of Widya Mandala Catholic University Librarian, who have helped and given the writer data needed for her thesis.
5. The headmaster (Drs. Paulus Martha Dwisasmito) and the English teacher (Piscelina Utari, S.Pd) of SMUK Mgr. Soegijapranata Pasuruan, who has given the opportunities to hold the listening test in the school.
6. The writer's parents and sister, who have given their supports for the writer.
7. All of the writer's friends: Sugianto, Ena, Hanny, Diana and many other friends who have given supports, ideas and help.

To all of those mentioned above, the writer would like to express her deepest appreciation and gratitude. Without their participation this thesis would not have been completed as is now.

## TABLE OF CONTENTS



|  |      |
|--|------|
| APPROVAL SHEET (1) .....                                 | i    |
| APPROVAL SHEET (2) .....                                 | ii   |
| ACKNOWLEDGEMENTS .....                                   | iii  |
| TABLE OF CONTENTS .....                                  | v    |
| ABSTRACT .....   | viii |
| CHAPTER I: INTRODUCTION .....                            | 1    |
| 1.1 Background of the Study .....                        | 1    |
| 1.2 Statements of the Study .....                        | 5    |
| 1.3 Objectives of the Study .....                        | 6    |
| 1.4 Significance of the Study .....                      | 6    |
| 1.5 Scope and Limitation of the Study .....              | 7    |
| 1.6 Definition of the Key-terms .....                    | 8    |
| 1.7 Theoretical Framework .....                          | 8    |
| 1.8 Organization of the Study .....                      | 9    |
| CHAPTER II: REVIEW OF RELATED LITERATURE .....           | 11   |
| 2.1 Listening .....                                      | 11   |
| 2.1.1 The Nature of Listening in Language Learning ..... | 12   |
| 2.1.2 Listening is an Active Process .....               | 14   |
| 2.2 Listening Comprehension .....                        | 17   |
| 2.2.1 Listening and Note Taking .....                    | 19   |

|  |  |    |
|--|--|----|
| 2.3  | Problems in Listening .....                      | 20 |
| 2.4  | Listening Test .....                             | 22 |
| 2.5  | Songs in Listening Class .....                   | 25 |
| 2.6  | Steps in Conducting a Questionnaire Survey ..... | 28 |
| 2.7  | Review of Related Previous Study .....           | 30 |
| CHAPTER III : RESEARCH METHODOLOGY .....         |  | 31 |
| 3.1  | Research Design .....                            | 31 |
| 3.2  | The Subjects of the Study .....                  | 31 |
| 3.3  | The Data .....                                   | 32 |
| 3.4  | The Research Instruments .....                   | 32 |
| 3.5  | The Processes of Selecting the Songs .....       | 33 |
| 3.6  | Try Out of the Instruments .....                 | 35 |
| 3.7  | The Procedure of Data Collection .....           | 36 |
| 3.6  | The Data Analysis Techniques .....               | 37 |
| CHAPTER IV : DATA ANALYSIS AND INTERPRETATION OF |  |    |
|  | THE FINDINGS .....                               | 43 |
| 4.1  | The Findings .....                               | 43 |
| 4.1.1  | First Finding .....                              | 43 |
|  | 4.1.1.1 Vocabulary Achievement .....             | 44 |
|  | 4.1.1.2 Problems in Listening to Pop Songs ..... | 45 |
| 4.1.2  | Second Finding .....                             | 48 |
|  | 4.1.2.1 Vocabulary Achievement .....             | 48 |
|  | 4.1.2.2 Problems in Listening to Pop Songs ..... | 48 |

|   |    |
|---|----|
| 4.2 Discussions .....                                 | 52 |
| CHAPTER V : CONCLUSION .....                          | 54 |
| 7.1 Conclusion .....                                  | 54 |
| 7.2 Suggestions .....                                 | 54 |
| 7.2.1 Suggestions for the Teaching of Listening ..... | 57 |
| 7.2.2 Suggestions for Further Research .....          | 59 |
| BIBLIOGRAPHY .....                                    | 60 |
| APPENDIX .....  | 63 |

## ABSTRACT

Wulansari, Vilia. 2004. Analyzing the Problems Encountered by Second Grade Students of SMUK Mgr. Soegijapranata Pasuruan in Listening to Pop Songs. Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Katholik Widya Mandala Surabaya.

Advisor: -. Prof. E. Sadtono, Ph. D

-. Dra. Ruruh Mindari, M. Pd

Listening as part of language skills is the first step to learn a foreign language and also leads to the mastery of the other language skills. Although listening is an important language skill, it seems to be neglected in teaching learning process. In 2004, the Indonesian Ministry of National Education stated that the EBTANAS, the national final exam, would include a special listening test. This piece of news caught secondary schools unprepared since many of them have not given enough training for their students in listening. Listening cannot be learned in one or two exercises, it takes a long time to have enough ability to listen. The teacher should give a great amount of listening exercises and they also have to know the problems faced by their students in listening to prepare the students well in facing the listening test.

Considering the reason above, the writer conducted research into the ability and the problems of secondary students in listening to English pop songs. The writer chose SMUK Mgr. Soegijapranata Pasuruan, as the place to conduct the research. The subjects chosen were fifty five second grade students of the school. These students were chosen because they will have a listening test in EBTANAS in 2005. This research was held to see their ability and the problems they have in listening. The writer used pop songs as authentic materials since songs create more relaxed situation. The tests were held twice because of the time limitation given by the teacher. In the listening test, the writer played the songs three times, and each time the songs were being played the students had to write down as many different vocabulary items as they could, this is to measure their vocabulary achievement. To figure out their problems in listening to pop songs, the writer gave questionnaires to the students and the result of these questionnaires showed the problems faced by the students.

The results of this study show that students' vocabulary achievement is below fifty percent of the amount of vocabulary of the songs. The major problem encountered by most students found in the first song is concentration on listening. The major problem encountered by most students found in the second song is their ability in comprehending the content of the song.

These results can be used as a guideline for the English teachers of SMUK Mgr. Soegijapranata Pasuruan in teaching listening. Another implication is that songs can be used as interesting materials in teaching listening.