

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**



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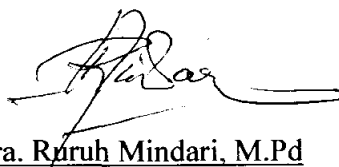
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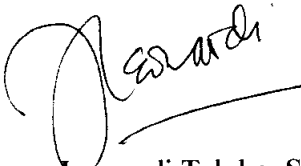
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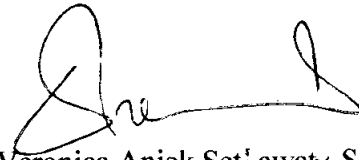
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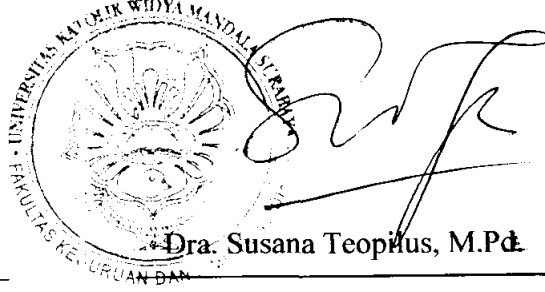
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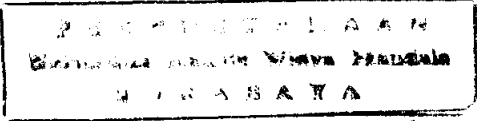
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ABSTRACT

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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.