

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Brief History of Madrasah Aliyah Ubudiyah Bati-Bati

Madrasah Aliyah Ubudiyah Bati-Bati is located on Jl. Pesantren RT. VII / RW II Bati-Bati Kab. Tanah Laut Kalimantan Selatan. Pondok Pesantren Ubudiyah Bati-Bati was established on August 7<sup>th</sup> 1971 by KH. Anang Ramli HAQ.

Formerly it just had one educational institute, it was named Pendidikan Guru Agama (PGA) 4 years, PGA 4 years changed to PGA 6 years. In 1978 PGA 6 years is divided to become Madrasah Tsanawiyah and Madrasah Aliyah. Then Madrasah Aliyah changed to Sekolah Menengah Islam Atas (SMIA) based on charter school number : L. 0/3/475/IIIc/78 on January 1978. Then SMIA changed again and became Madrasah Aliyah Ubudiyah in academic year 1985/1986 until 1999 with registered status based on accreditation charter (provisional) Private Islamic School, number: W. 0/6/PP.03.2/2473/1994 on December 31<sup>st</sup> 1994.

In addition, the status of Madrasah Aliyah Ubudiyah Bati-Bati developed from “registered” into “admitted” status based on decision number: E.IV/PP.03.2/KEP/132/99. The status of Madrasah Aliyah

Ubudiyah Bati-Bati developed again from admitted status into accreditation status based on decision of the Head of Region Office of Religious Department of South Kalimantan Province number: KW.17.4/4/PP.03.2/1750/2005.

This school has some purposes which are recorded in Vision and Mission of the school as follows:

a. Vision

Madrasah Aliyah who takes shelter under Ubudiyah boarding school founded on the basis of surah al-Hijir verse 99 of the Qur'an as follows:

واعبد ربك حتى يأتيك اليقين

Inspired from the above paragraph, then Madrasah Aliyah Ubudiyah seeks to realize the vision as follows:

"Superior in the *Dhikr* (remember Allah), achievement in the idea, with the basic *tafaqquh fid din* (have high knowledge of religion)."

b. Mission

1. Foster the spirit of appreciation and practice of the teachings of Islam in total (kaffah)
2. Improve the quality of IMTAQ
3. Improve the quality of academic
4. Educate students to have knowledge and skills through effective learning

5. Foster the spirit of learning for the development of science and technology knowledge.
6. Develop students' creativity in intra-and extra-curricular activities

c. Purposes

1. Increase students' knowledge to continue their education at a higher level
2. Enhance students' knowledge in order to become a generation of Muslims who are faithful and noble.
3. Prepare students to be able to become members of the community who can interact actively with the spirit Ubudiyah (devotion vertically and horizontally)

The headmasters of Islamic Senior High School Ubudiyah Bati-Bati consecutively were H. Matran (1985), H. Auria (1985-1994), H. Rahmad Rodiani S. Ag (1994-present). Those who led the school can be seen in appendix.

**b. Description of Teachers, Administration Staff , Library Staff and Students**

a. Teachers

Madrasah Aliyah Ubudiyah Bati-Bati has 24 teachers from different educational background. Some of them are University

graduates from IAIN Antasari, UNLAM, UNISKA, and STIKIP PGRI. They consist of 5 government teachers and 19 part-time teachers. The description of teachers of Madrasah Aliyah Ubudiyah Bati-Bati academic year 2012/2013 can be seen in appendix.

Meanwhile, there are 3 English teachers at Madrasah Aliyah Ubudiyah Bati-Bati. This can be seen in appendix.

b. Administration Staff

The administration staff of Madrasah Aliyah Ubudiyah Bati-Bati in academic year 2012/2013 are 3 people. For further description, it can be seen in appendix.

c. Library Staff

The library staff of Islamic Senior High School Ubudiyah Bati-Bati in academic year 2012/2013 are three people. The description can be seen in appendix.

d. Students

Students of Islamic Senior High School Ubudiyah Bati-Bati in academic year 2012/2013 are 214 people. The male students are 80 people and female students are 134 people. Islamic Senior High School Ubudiyah Bati-Bati has 9 classes, class 1 has 3, class 2 has

3 and class 3 has 3 classes. The description of students of Islamic Senior High School Ubudiyah Bati-Bati can be seen in the table 4.6. in appendix 1.

## 2. School Facilities

School facilities that are available at Islamic Senior High School Ubudiyah Bati-Bati are quite many. These facilities can be seen the following table 4.7. in appendix 1.

- a) Every classes decorated with the students' work such as: posters, pictures, etc.
- b) Teacher can use tape recorder, laptop, LCD, VCD player, MP3 recorder, white board, etc.

## 2. The Problems in Teaching Listening Comprehension

On this data presentation the writer describes about result of the research on the field that collected by techniques of data collecting, they are observation, interview, and documentary. Those data will be presented in description and table from which given category based on design measurement, and then the table will be explained.

By my observation, questionnaire, interview, it is known more about the teachers' problems in teaching and listening comprehension and the students' problems in learning listening comprehension.

From the observation in the class, English teacher is good in presenting the lesson. In teaching and learning listening comprehension, the teacher divided it into three parts there are:

a. Introduction

Introduction (the first activity) is warming-up involves motivation and appreciation such as asking about the lesson before or made correlation between environments or other lesson. The activities are: the teacher said *salam*, prayed together, checked attendance, gave instruction, guidance about learning activity, and question and answer as appreciation.

b. The main activity

The main activity is developing of concept and application from teaching and learning listening comprehension process. The activities are: the teacher played MP3 recording, the teacher asked the students to listen to the conversation, students answer the question that related with listening comprehension, the students memorized vocabulary, the teacher replayed to play MP3 recording, the teacher divided students into groups, every group must explain what happened in the listening comprehension, the other group must listen to their friends and must replayed what their friends spoke, the teacher asked the students to use

past tense, the students enjoyed watching video that they listened to and enjoyed the game.

c. Closure

In this closure, the teacher closed the lesson. The teacher gave description about the lesson that have studied by students. The activities were: concluding the lesson, giving homework, giving advice to learn seriously and review the lesson at home.

For clearer description about the problems of teaching and learning listening comprehension at The Eleventh Grade Of Madrasah Aliyah Ubudiyah Bati-Bati Academic Year 2012/2013, the writer will describe in more detail.

Based on the first observation on Monday 25<sup>th</sup> march 2012, the teacher explained about past tense. Then the teacher focused on the students' understanding in using verbs in sentence about the past activity (past tense). The teacher gave some questions related to listening comprehension. Then the teacher played MP3 recording more than twice. The students listened carefully.

After listening to listening material, the teacher asked the students to answer some questions. Some students feel do not confident and hesitant to answer the questions because they did not have much

vocabulary. The teacher corrected the mistake of the students' answer and students' pronunciation.

On the last activity, the teacher invited the students to play whisper game. The students are divided into five groups. In each group, there is one student must listen to what the teacher say and than she or he say in whisper to the her or his friend. The group who can say the same with what the teacher says will be the winner. No group was be the winner, because every group made mistakes.

Based on the second observation on Wednesday 1<sup>st</sup> of may 2013, the teacher used funny story and still explained about past tense. The teacher gave some key words and some questions related to listening comprehension. Then the teacher played MP3 recording more than twice using laptop and speaker but the teacher did not use ear phone. The teacher asked the students to listen carefully. Some students asked the teacher to replay the record. They can not get what the speaker talked about because the audio passage is fast.

After listening to the listening material, the students were divided into five groups. Each group must explain the story in record. Then each group must listen carefully to what their friends say. The teacher stressed or translated the difficult words and corrected the mistakes of the students' pronunciation and answer.



Based on the third observation on Monday 6<sup>th</sup> of may 2013, the teacher invited the students to watch short movie. The teacher used some media such as: laptop, speaker, LCD etc. but the teacher did not use ear phone. The teacher played the short movie more than twice. The students felt enjoyed. The students are divided into five groups. The teacher gave some questions and asked the students to explain what values that can take for our daily life related to listening comprehension.

The students answered and explained what values that can take for their daily life related to the listening material. The students could answer and explain better than before because the teacher used short movie (video) in teaching listening comprehension. This made the students felt easy than just using MP3 recording.

### **3. The Problems in Learning Listening Comprehension**

To know students' problems in learning listening comprehension, the writer gave questionnaires which consist of several questions that identify students' problems toward English. The result of the questionnaire can be seen through this table:

Table 4.8. Students' interest toward English

No	Category	Frequency	Percentage
----	----------	-----------	------------

1	Interested	45	62.50%
2	Less interested	27	37.50%
3	Not interested	0	0%
Total		72	100.00%

The table above indicates that the students who stated their interest toward English are 45 students (62.50%). There are 27 students (37.50%) who stated that they were less interested in English and there was no one who was not interested in English.

Table 4.9. Joining English Course

No	Category	Frequency	Percentage
1	Have joined English course	19	26.39%
2	Never join English course	53	73.61%
Total		72	100.00%

The table above indicates that the students who ever have joined English course are 19 students (26.39%) and there are 53 students (73.61%) who stated that they never joined English course.

Table 4.10 Teacher's explanation to students

No	Category	Frequency	Percentage
1	Interesting	57	79.17%
2	Less interesting	14	19.44%
3	Not interesting	1	1.39%
Total		72	100.00%

The table above indicates that there are 57 students (79.17%) who stated that the teacher's explanation is interesting. There are 14 students (19.44%) who stated that they are less interesting teacher's explanation and there is one student who stated that the teacher's explanation.

Table 4.11. Students' attendance in English subject

No	Category	Frequency	Percentage
1	Always attend	66	91.67%
2	Sometimes attend	6	8.33%
3	Never attend	0	0.00%
Total		72	100.00%

It can be seen from the table, there are 66 students (91.67%) who always attend the English subject, 6 students (8.33%) who sometimes attend the English subject and no student never attend the English subject.

Table 4.12. Students' attention toward teacher's explanation

No	Category	Frequency	Percentage
1	Always pay attention	52	72.22%
2	Sometimes pay attention	20	27.78%
3	Never pay attention	0	0.00%
Total		72	100.00%

The table shows that there are 52 students (72.22%) who always pay attention to teacher's explanation. 20 students (27.78%) who sometimes pay attention to teacher's explanation. There is no student never pay attention to teacher's explanation.

Table 4.13. Students' concentration toward lesson

No	Category	Frequency	Percentage
1	Always concentrate	48	66.67%
2	Sometimes concentrate	24	33.33%
3	Never concentrate	0	0.00%
Total		72	100.00%

From the table, it can be known that there are 48 students (66.67%) always concentrate toward lesson, 24 students (33.33%) sometimes concentrate toward lesson and there is no students never concentrate toward lesson.

Table 4.14. Students ask about the lesson

No	Category	Frequency	Percentage
1	Always ask	25	34.72%
2	Sometimes ask	18	25.00%
3	Never ask	29	40.28%
Total		72	100.00%

The table 4.14 shows that 25 students (34.72%) always ask the lesson, 18 students (25.00%) sometimes ask the lesson and there are 29 students (40.28%) never ask about the lesson.

Table 4.15. Students Practice listening at home

No	Category	Frequency	Percentage
1	Always practice	1	1.39%
2	Sometimes practice	22	30.56%
3	Never practice	49	68.05%
Total		72	100.00%

From the table, it can be known that 1 student (1.39%) always practice listening at home, 22 students (30.56%) sometimes practice listening at home and there are 49 students (68.05%) never practice listening at home.

Table 4.16. Teacher uses tape recorder or MP3 in teaching listening

No	Category	Frequency	Percentage
1	Always use	49	68.05%
2	Sometimes use	23	31.95%
3	Never use	0	0.00%
Total		72	100.00%

From the table, it can be known that 49 students (68.05%) say that the teacher always uses tape recorder or MP3 in teaching listening, 23 students (31.95%) say that the teacher sometimes uses tape recorder

or MP3 in teaching listening and there is no one say that the teacher never uses tape recorder or MP3 in teaching listening.

Table 4.17. Students have English textbook

No	Category	Frequency	Percentage
1	Have their own textbooks	66	91.67%
2	Borrow	4	5.55%
3	Do not have any textbooks	2	2.78%
Total		72	100.00%

The table shows that 66 students (91.67%) have their own English text books, 4 students (5.55%) borrow the English text books, and 6 students (2.78%) do not have any English text book.

Table 4.18. Students have English dictionary

No	Category	Frequency	Percentage
1	Have their own dictionary	65	90.28%
2	Borrow	7	9.72%
3	Do not have any dictionary	0	0.00%
Total		72	100.00%

The table shows that 65 students (90.28%) have their own dictionary, 7 students (9.72%) borrow the dictionary and there is no body do not have any dictionary.

Table 4.19. Students have much vocabulary

No	Category	Frequency	Percentage
1	Much	12	16.67%
2	Enough	28	38.89%
3	Little	32	44.44%
Total		72	100.00%

The table above indicates that the students who stated have much vocabulary are 12 students (16.67%). There are 28 students (38.89%) who stated that they have enough vocabulary and there are 32 students (44.44%) who stated that they have little vocabulary.

Table 4.20. Clarity of teacher's explanation

No	Category	Frequency	Percentage
1	Very clear	46	63.89%
2	Clear enough	26	36.11%
3	Not clear	0	0.00%
Total		72	100.00%

Table above shows that the students who stated that the teacher's explanation is clear are 46 students (63.89%). There are 26 students (36.11%) who stated that the teacher's explanation clear enough and there is no one stated that teacher's explanation not clear.

Table 4.21. Students feel clear of what the speaker's talking

No	Category	Frequency	Percentage
1	Very clear	21	29.17%
2	Clear enough	48	66.67%
3	Not clear	3	4.16%

Total	72	100.00%
-------	----	---------

The table shows that 21 students (29.17%) stated that they feel clear of what the speaker's talking, 48 students (66.67%) stated that they feel clear enough of what the speaker's talking and 3 students (4.16%) stated that they feel not clear of what the speaker's talking.

Table 4.22. Students ever failed in listening test

No	Category	Frequency	Percentage
1	Never	15	20.83%
2	Once – three times	37	51.38%
3	More than three times	20	27.79%
Total		72	100.00%

The table shows that 15 students (20.83%) stated that they never failed in listening test, 37 students (51.38%) stated that they ever once – three times failed in listening test and 20 students (27.79%) stated that they ever failed more than three times in listening test.

Table 4.23. What students do when they are listening

No	Category	Frequency	Percentage
1	Focus on the new words	16	22.22%
2	Listen for the detail information	36	50.00%
3	Listen to word by word	20	27.78%
Total		72	100.00%



From the table, it can be known that 16 students (22.22%) chose that they are focus on the new words in listening, 36 students (50.00%) chose that they are listen for the detail information in listening and there are 20 students (27.78%) chose that they are listening to word by word in listening.

Table 4.24. What students do if they can not understand words or phrases while listening

No	Category	Frequency	Percentage
1	Ignore it and keep on listening	29	40.28%
2	Try to guess its meaning	37	51.39%
3	Feel depressed and can not listen anymore	6	8.33%
Total		72	100.00%

From the table, it can be known that 29 students (40.28%) chose that they are ignore it and keep on listening, 37 students (51.39%) chose that they are try to guess its meaning on listening and there are 6 students (8.33%) chose that they are feel depressed and can not listen anymore on listening.

Table 4.25. Students' unfamiliarity with the topic

No	Category	Frequency	Percentage
1	Never	21	29.16%
2	Sometimes	22	30.56%
3	Always	29	40.28%
Total		72	100.00%

It can be seen from the table, there are 21 students (29.16%) who stated never unfamiliarity with the topic, 22 students (30.56%) who stated sometimes unfamiliarity with the topic and 29 students (40.28%) who stated always unfamiliarity with the topic.

Table 4.26. Students make prediction what the speaker talks about

No	Category	Frequency	Percentage
1	Always	19	26.39%
2	Sometimes	41	56.94%
3	Never	12	16.67%
Total		72	100.00%

It can be seen from the table, there are 19 students (26.39%) who stated always make prediction what the speaker talks about, 41 students (56.94%) who stated sometimes make prediction what the speaker talks about and 12 students (16.67%) who stated never make prediction what the speaker talks about.

Table 4.27. Students Guess unknown words while listening

No	Category	Frequency	Percentage
1	Always	15	20.83%
2	Sometimes	45	62.50%
3	Never	12	16.67%
Total		72	100.00%

The table shows that 15 students (20.83%) who stated always guess unknown words while listening, 45 students (62.50%) who stated sometimes guess unknown words while listening and there are 12 (16.67%) who stated never guess unknown words while listening.

Table 4.28. Students feel long listening text

No	Category	Frequency	Percentage
1	Never	25	34.72%
2	Sometimes	20	27.78%
3	Always	27	37.50%
Total		72	100.00%

The table shows that 25 students (34.72%) who stated never feel long listening text, 20 students (27.78%) who stated sometimes feel long listening text and there are 27 (37.50%) who stated feel long listening text.

Table 4.29. Students' hesitation

No	Category	Frequency	Percentage
1	Never	22	30.56%
2	Sometimes	34	47.22%
3	Always	16	22.22%
Total		72	100.00%

The table 4.29, shows that 22 students (30.56%) never feel hesitation, 34 students (47.22%) sometimes feel hesitation and there are 16 students (22.22%) always feel hesitation.

Table 4.30. Students feel noisy

No	Category	Frequency	Percentage
1	Never	52	72.22%
2	Sometimes	20	27.78%
3	Always	0	0.00%
Total		72	100.00%

The table 4.30, shows that 52 students (72.22%) never feel noisy, 20 students (27.78%) sometimes feel noisy and there is no student always feel noisy.

Table 4.31. Students feel speed of speech

No	Category	Frequency	Percentage
1	Never	14	19.44%
2	Sometimes	20	27.78%
3	Always	38	52.78%
Total		72	100.00%

From the table above indicates that the students who stated never feel speed of speech are 14 students (19.44%). There are 20 students (27.78%) who stated that they are sometimes feel speed of speech and there are 38 (52.78%) students who stated always feel speed of speech.

## **B. Discussion**

After the all obtained data are presented in data presentation, as result of this research, the data need to be analyzed. For further description, it is known from the analysis below:

Based on the observation, the teacher used to both Bahasa Indonesia and English in teaching listening comprehension. On teaching and learning process, the teacher always uses English textbook.

The teacher used some medias. They are: white board, laptop, speaker, LCD etc.

In every listening activity the teacher never uses ear phone because there is no language laboratory. That makes the students feel difficult to listen clearly.

Based on the interview, the teacher always prepares lesson plan before teaching. The other problem is the teacher seldom teaches listening comprehension because the teacher have little material. It makes the students not usual in learning listening comprehension.

Based on the result of questionnaire, which has been presented in data presentation, the writer than describes and analyses it in this term.

Students' interest is indicated by their likeness to English lesson from the table 4.8., indicates that the students who stated their interest toward English are 45 students (62.50%). This can be categorized as high

category. There are 27 students (37.50%) who stated that they are less interested in English. It can be categorized as middle category and there is no one who stated that they are not interested in English. It can be categorized as low category. So they are interest English it can be categorized as high category because interest toward English are 45 students (62.59%).

The table 4.9., indicates that the students who have ever join English course are 19 students (26.39%) it can be categorized as low category. There are 53 students (73.61%) who stated that they are never join English course it can be categorized as high category. So the students who ever join English course it can be categorized as low category because 53 students (73.61%) who stated that they are never join English course.

From the table 4.10., it can be seen that 57 students (79.17%) who stated that teacher's explanation interesting to students it can be categorized as high category. 14 students (19.44%) who stated that they are less interesting to teacher's explanation interest to students it can be categorized as middle category and 1 student (1.39%) who stated teacher's explanation not interesting to students it can be categorized as low category. So teacher's explanation interest to students it can be categorized as high

category because 57 students (79.17%) who stated that teacher's explanation interest to students.

It can be seen from the table 4.11., there are 66 students (91.67%) who always attend the English subject it can be categorized as high category, 6 students (8.33%) who sometimes attend the English subject it can be categorized as middle category, and no student never attend the English subject it can be categorized as low category. So chose to the students' attendance in English subject it can be categorized as high category because 66 students (91.67%) chose the attendance in English subject.

The table 4.12., shows that there are 52 students (72.22%) who always pay attention to teacher's explanation it can be categorized as high category. 20 students (27.78%) who sometimes pay attention to teacher's explanation it can be categorized as middle category. There is no student never pay attention to teacher's explanation it can be categorized as low category. So students' attention toward teacher's explanation it can be categorized as high category because 52 students (72.22%) who always pay attention to teacher's explanation.

From the table 4.13, it can be known that there are 48 students (66.67%) always concentrate toward lesson it can be categorized as high category, 24 students (33.33%) sometimes concentrate toward lesson it can

be categorized as middle category and there is no students never concentrate toward lesson it can be categorized as low category. So students' concentration toward lesson it can be categorized as high category because 48 students (66.67%) always concentrate toward lesson.

The table 4.14., shows that 25 students (34.72%) always ask the lesson it can be categorized as middle category, 18 students (25.00%) sometimes ask the lesson it can be categorized as high category and there are 29 (40.28%) students never ask the lesson it can be categorized as high category. So students ask the lesson it can be categorized as low category because 29 students (40.28%) never ask the lesson.

From the table 4.15., it can be known that 1 student (1.39%) always practice listening at home it can be categorized as low category, 22 students (30.56%) sometimes practice listening at home it can be categorized as middle category and there are 49 students (68.05%) never practice listening at home it can be categorized as low category. So Students practice listening at home it can be categorized as low category because 49 student (68.05%) never practice listening at home.

From the table 4.16., it can be known that 49 student (68.05%) say that the teacher always uses tape recorder or MP3 in teaching listening it can be categorized as high category, 23 students (31.95%) say that the teacher sometimes uses tape recorder or MP3 in teaching listening it can



be categorized as middle category and there is no one say that the teacher never uses tape recorder or MP3 in teaching listening it can be categorized as low category. So teacher uses tape recorder or MP3 in teaching listening it can be categorized as high category because 49 student (68.05%) say that the teacher always uses tape recorder or MP3 in teaching listening.

The table 4.17., shows that 66 students (91.67%) have their own English text books it can be categorized as high category, 4 students (5.55%) borrow the English text books it can be categorized as middle category, and 2 students (2.78%) do not have any English text book it can be categorized as low category. So students' have English textbook it can be categorized as high category because 66 students (91.67%) have their own English text books.

The table 4.18., shows that 65 students (90.28%) have their own dictionary it can be categorized as high category, 7 students (9.72%) borrow the dictionary it can be categorized as middle category and there is no body do not have any dictionary it can be categorized as low category. So students have English dictionary it can be categorized as high category because 65 students (90.28%) have their own dictionary.

From the table 4.19., indicates that the students who stated have much vocabulary are 12 students (16.67%) it can be categorized as low

category. There are 28 students (38.89%) who stated that they have much enough vocabulary it can be categorized as middle category and there are 32 students (44.44%) who stated that they have little vocabulary it can be categorized as low category. So students have much vocabulary it can be low category because 32 students (44.44%) who stated that they have little vocabulary.

From the table 4.20., indicates that the students who stated the clarity of teacher's explanation is clear are 46 students (63.89%) it can be categorized as high category. There are 26 students (36.11%) who stated that the clarity of teacher's explanation is enough it can be categorized as middle category and there is no one stated that clarity of teacher's explanation is not clear it can be categorized as low category. So clarity of teacher's explanation it can be categorized as high category because 46 students (63.89%) who stated the clarity of teacher's explanation is clear.

The table 4.21., shows that 21 students (29.17%) stated that the students feel clear of what the speaker's talking it can be categorized as middle category, 48 students (66.67%) stated that the students feel clear enough of what the speaker's talking it can be categorized as high category and 3 students (4.16) stated that the students feel not clear of what the speaker's talking it can be categorized as low category. So students feel clear of what the speaker's talking it can be categorized as

middle category because 48 students (66.67%) stated that the students feel clear enough of what the speaker's talking.

The table 4.22., shows that 15 students (20.83%) stated that they never failed in listening test it can be categorized as low category, 37 students (51.38%) stated that they ever once – three times failed in listening test it can be categorized as high category and 20 students (27.79%) stated that they ever failed more than three times in listening test it can be categorized as middle category. So students ever failed in listening test it can be categorized as middle category because 37 students (51.38%) stated that they ever once – three times failed in listening test.

From the table 4.23., it can be known that 16 students (22.22%) chose that they are focus on the new words when they are listening it can be categorized as low category, 36 students (50.00%) chose that the are listen for the detail information when they are listening it can be categorized as high category and there are 20 students (27.78%) chose that they are listen to word by word when they are listening it can be categorized as middle category. So what students do when they are listening it can be categorized as middle category because 36 students (50,00%) chose that the are listen for the detail information when they are listening.

From the table 4.24., it can be known that 29 students (40.28%) chose that they are ignore it and keep on listening when they can not understand words or phrases while listening it can be categorized as middle category, 37 students (51.39%) chose that they are try to guess its meaning on listening when they can not understand words or phrases while listening it can be categorized as high category and there are 6 students (8.33%) chose that they are feel depressed and can not listen anymore on listening when they can not understand words or phrases while listening it can be categorized as low category. So what students do if they can not understand words or phrases while listening it can be categorized as middle category because 37 students (51.39%) chose that they are try to guess its meaning on listening when they can not understand words or phrases while listening.

It can be seen from the table 4.25., there are 21 students (29.16%) who stated that never unfamiliarity with the topic it can be categorized as low category, 22 students (30.56%) who stated sometimes unfamiliarity with the topic it can be categorized as middle category and 29 students (40.28%) who stated always unfamiliarity with the topic it can be categorized as high category. So Students' unfamiliarity with the topic it can be categorized as high category because 29 students (40.28%) who stated always unfamiliarity with the topic.

It can be seen from the table 4.26., there are 19 students (26.39%) who stated always make prediction what the speaker talks about it can be categorized as middle category, 41 students (56.94%) who stated sometimes make prediction what the speaker talks about it can be categorized as high category and 12 students (16.67%) who stated never make prediction what the speaker talks about it can be categorized as low category. So students make prediction what the speaker talks about it can be categorized as middle category because 41 students (56.94%) who stated sometimes make prediction what the speaker talks about.

The table 4.27., shows that 15 students (20.83%) who stated always guess unknown words while listening it can be categorized as middle category, 45 students (62.50%) who stated sometimes guess unknown words while listening it can be categorized as high category and there are 12 (16.67%) who stated never guess unknown words while listening it can be categorized as low category. So students Guess unknown words while listening it can be categorized as middle category because 45 students (62.50%) who stated sometimes guess unknown words while listening.

The table 4.28., shows that 25 students (34.72%) who stated never feel long listening text it can be categorized as middle category, 20 students (27.78%) who stated sometimes feel long listening text it can be categorized as low category and there are 27 (37.50%) who stated feel

long listening text it can be categorized as high category. So students feel long listening text it can be categorized as high category because 27 students (37.50%) who stated sometimes feel long listening text.

The table 4.29., shows that 22 students (30.56%) never feel hesitate it can be categorized as middle category, 34 students (47.22%) sometimes feel hesitate it can be categorized as high category and there are 16 students (22.22%) always feel hesitate it can be categorized as low category. So students feel hesitate it can be categorized as middle category because 34 students (47.22%) sometimes feel hesitate.

The table 4.30., shows that 52 students (72.22%) never feel noisy it can be categorized as high category, 20 students (27.78%) sometimes feel noisy it can be categorized as middle category and there is no student always feel noisy it can be categorized as low category. So students feel noisy it can be categorized as high category because 52 students (72.22%) never feel noisy.

From the table 4.31., indicates that the students who stated never feel speed of speech are 14 students (19.44%) it can be categorized as low category. There are 20 students (27.78%) who stated that they are sometimes feel speed of speech it can be categorized as middle category and there are 38 (52.78%) students who stated always feel speed of speech it can be categorized as high category. So students feel speed of speech it

can be categorized as high category because 38 students (52.78%) who stated that they are sometimes feel speed of speech.

From data presentation above, could be known that the problems of learning listening comprehension at the Eleventh Grade of Madrasah Aliyah Ubudiyah Bati-Bati Academic Year 2012/2013 are:

- Students never practice listening at home 68.05%.
- Students have little vocabulary 44.44%.
- Students listen to word by word 27.78%.
- Unfamiliarity with the topic 40.28%.
- Long listening text 37.50%.
- The audio passage is fast 52.78%.
- Students often hesitate 47.22%.
- Students little have background knowledge.
- Students are not confident.

Based on interview, the teacher gives motivation to students, explain that listening is so important skill in English and gives reward to students that can get high score. In listening comprehension, the students can get new vocabulary and new knowledge.