

**USING “LISTENING MEDIA” APPLICATION IN PREPARING LISTENING
MATERIAL TO SENIOR HIGH SCHOOL STUDENT**

PAPER

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By:

Yustahzah Asmar

83655/2007

Advisor:

Havid Ardi, S.Pd, M.Hum

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
PADANG STATE UNIVERSITY**

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HALAMAN PERSETUJUAN MAKALAH

Judul : Using "Listening Media" Application in Preparing
Listening Material to Senior High School Student
Nama : Yustahzah Asmar
TM/NIM : 2007/ 83655
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Juni 2012

Disetujui oleh :

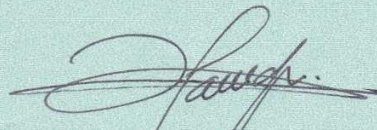
Ketua Jurusan,



Dr. Kurnia Ningsih, M.A.

NIP.19540626 198203 2 001

Pembimbing,



Havid Ardi, S.Pd., M.Hum.

NIP. 19790103 200312 1 002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan lulus setelah dipertahankan di depan Tim Penguji
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

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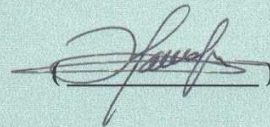
**Nama : Yustahzah Asmar
NIM : 2007/ 8365
Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni**

Padang, Juni 2012

Tim Penguji

Tanda Tangan

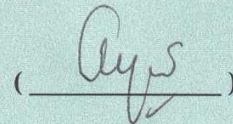
1. Ketua : Havid Ardi, S.Pd., M.Hum.



2. Anggota : Drs. Sunaryo



3. Anggota : Dra. Aryuliva Adnan, M.Pd



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Yustahzah Asmar

Using “Listening Media” Application in Preparing Listening Material to Senior High School Student

Yustahzah Asmar

FBS Universitas Negeri Padang

Abstrak

Makalah ini membahas tentang penggunaan “Listening Media” software dalam mempersiapkan materi ajar menyimak bagi siswa SMA. Listening Media sangat membantu guru bidang studi bahasa Inggris dalam mempersiapkan materi ajar listening karena guru tidak perlu lagi kesulitan untuk merekam suara mereka sendiri secara manual. Guru hanya perlu mengetikkan teks yang akan diperdengarkan, lalu aplikasi inilah yang akan mengubah teks tertulis tersebut menjadi berbentuk media suara. Penggunaan aplikasi ini dirasa sangat membantu siswa untuk terbiasa mendengar bahasa Inggris yang diucapkan oleh penutur asli karena aplikasi ini menyediakan tujuh macam model suara penutur bahasa Inggris asli. Penggunaan “Listening Media” dalam mempersiapkan materi ajar listening diharapkan bisa membantu guru untuk mencapai tujuan dari pembelajaran bahasa Inggris yaitu supaya siswa mampu berkomunikasi menggunakan bahasa Inggris secara lisan dan tulisan.

Key word: Listening media, listening material, senior high school

A. INTRODUCTION

Learning English means learning the four major language skills that have to be mastered. They are listening, speaking, reading and writing. Through listening, people can enrich vocabularies, better pronunciation, accent and intonation. Listening is not a passive skill, because it involves the participation from the listener’s understanding as an active process. It also deals with a response on the part of the listener such as reply, an action, a facial expression and applause and something indicate that the messages have been received. As an important skill in

English language, language learner should be able to master listening skill because by learning listening skill, they can improve their English better.

Since listening skill is one of important skills that has to be mastered by the student, the curriculum also emphasis this skill in English subject. According to KTSP, the aim of English teaching learning process is to make the students able to use English both in oral and written form. Students are expected to have a good listening and speaking ability as well as in reading and writing.

However, listening is not an easy skill to acquire, as Vandergrift (2004) states that listening is more difficult skill to be learnt than the other language skills. In listening process, the listener does not only have to understand the meaning of word by word, but he also needs to comprehend the whole meaning of the listening material and get ideas of it. Therefore it is necessary for the listeners to give full attention to this skill.

In addition, as stated by Underwood (1990: 19), the first difficulty of listening English as a foreign language is that the listener cannot control the speed of the speaker speaks. Of course, they cannot always ask other people speak slowly. Asking other people to repeat what they have said for many times might be considered as impolite one. Besides, since listening is an oral communication, repetition might be happen, however sometimes cannot get things repeated. Then, the trouble appears when the listeners have limited vocabulary, therefore they

cannot understand what the speaker says. After that, the listeners sometimes fail to realize that the speaker has moved to the other topic since it is a foreign language. Struggle in interpretation of what speaker say can also happen in listening process. Furthermore, other problem is the difficulty in concentration. Because listening is the process of receiving information, the listener needs to concentrate to get the point of what the speaker says. Those difficulties exist for foreign language speaker especially new learners.

Moreover, Wilson (2008) says that the difficulties of English listening usually happen because of certain problems. The pronunciation of some English words is changing when it is combined with other words. For example, in the sentence “What does he do?”, the pronunciation of the words “does and “he” are combined become /dazzi/. This case makes the foreign learner get difficulty in listening. From linguistics point, Wilson argues that the lack of vocabulary and complex grammatical structure also become problems.

Based on writer observation, in classroom, however, there are still some problems that hamper the process of teaching and learning listening. The first problem is the teachers who are responsible in teaching listening sometimes have difficulties in developing listening materials. Another problem that makes the teaching learning process of listening does not run well is the teacher sometimes gets problem to find media to be used in teaching listening. Teachers sometimes tend to skip the listening section because they do not have recording materials. For

example, in the school where the writer did her teaching training, found a teacher who preferred to read the listening script manually even the school has a language laboratory. These problems can cause big effect to the students. Students will not familiar to the English sound and their listening skill automatically will not be developed. Furthermore, these facts can cause the problem because listening is always tested in final exam (UN) for senior high school students.

To overcome these problems, there are many ways that can be used, especially in improving students listening comprehension. One of them is by giving exercises to train the students become competent as the listeners to respond to sentences or instruction (Ur: 1984). Here the teachers can use an application called “Listening Media” in teaching-learning of listening skill.

“Listening Media” application is a kind of text to speech. This application can be installed instantly on any personal computer both in desktop computer and laptop computer. It is really good news for English teachers and learners because “Listening Media” could convert any English text (written English) into voice (spoken English) in various English accent, both in British and American English accent as well. It results the voice of English dialogue or monologue. If you type “Hello, may I introduce you to my friend?” on the application, then you could listen your computer say the sentence later. In using this application, you have to provide active (loud) speaker if you use desktop computer. It is maybe an ‘answer’ for some English teachers to help them in arranging English listening materials for

teaching. By using this application in teaching learning process, the students will be trained in listening and familiar with English sounds. And the purpose of the learning, “Standar Kompetensi and Kompetensi Dasar” will be achieved.

Based on the problems above, the writer is interested in proposing the “Listening Media” application to be used by the teachers in creating listening material. Therefore, the writer focuses this discussion about the use of listening media as one of the media in preparing listening material for Senior High School students. In relation to the statement, the writer is interested in investigating: “How is listening media used by English teachers in creating listening material to the senior high school students?”

This paper aims at applying listening media in teaching listening to the senior high school students. It is expected that this paper can give contribution toward English teachers in order to improve their creativity in teaching listening skill.