

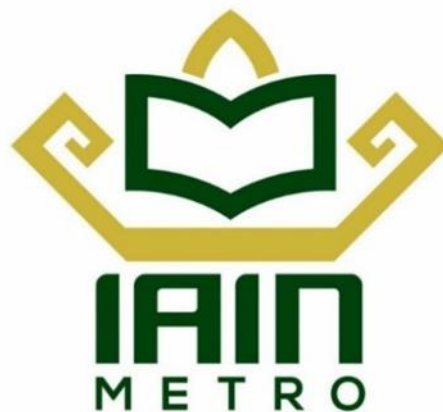
**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING AUTHENTIC  
RECORDING IN LISTENING SKILL OF THE TENTH GRADE ON  
SMK CITRA ANGKASA BANDAR LAMPUNG**

**BY:**

**JOKO SUSILO**

**1901052019**



**TARBIYAH AND TEACHERS TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1445 H / 2023 M**

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SMK CITRA ANGKASA BANDAR LAMPUNG**

Presented as Partial Fulfilment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

By:

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Sponsor: Syahreni Siregar, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1445 H / 2023 M**



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**NOTIFICATION LETTER**

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Matter : **In order to hold the Munaqosah of Joko Susilo**

To,  
The Honorable The Head of Tarbiyah Department  
of State Institute for Islamic Studies of Metro (IAIN) Metro  
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*Assalamu'alaikum Wr.Wb*


We have given guidance and enough improvement to research thesis script which is written by:

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Title : AN ANALYSIS OF STUDENTS DIFFICULTIES IN USING AUTHENTIC RECORDING IN LISTENING SKILL OF THE TENTH GRADE ON SMK CITRA ANGKASA BANDAR LAMPUNG

It has been agreed so it can be continued to the faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosah. Thank you Very Much.

*Wassalamu'alaikum Wr.Wb*

The Head of English Education Department

  
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***Assalamu'alaikum Wr.Wb***


Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang telah disusun oleh:

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Sudah dapat kami setuju dan dapat dimunaqosahkan Demikian harapan kami dan atas perhatiannya saya ucapkan terimakasih.

***Wassalamu'alaikum Wr.Wb***

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## APPROVAL PAGE

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Name : Joko Susilo

Students Number : 1901052019

Study Program : English Education Department

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### APPROVED BY:

To be examined in Munaqosah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) Metro.


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**RATIFICATION PAGE**

No. B-4933/In-28.1/D/PP.00.9/10/2023

An Undergraduate Thesis entitled: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING AUTHENTIC RECORDING IN LISTENING SKILL OF THE TENTH GRADE ON SMK CITRA ANGKASA BANDAR LAMPUNG. Written by: Joko Susilo, Student Number 1901052019, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, October 17<sup>th</sup> 2023 at 09.00 – 11.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson	: Syahreni Siregar, M. Hum	(.....)
Examiner I	: Dr. Aria Septi Anggaira, M. Pd	(.....)
Examiner II	: Aisyah Sunarwan, M. Pd	(.....)
Secretary	: Rika Dartiara, M.Pd	(.....)



The Dean of Tarbiyah and Teacher Training Faculty



**AN ANALYSIS OF STUDENTS DIFFICULTIES IN USING AUTHENTIC  
RECORDING IN LISTENING SKILL OF THE TENTH GRADE ON  
SMK CITRA ANGKASA BANDAR LAMPUNG**

**ABSTRACT**

**By:  
JOKO SUSILO**

The purpose of this study is to determine students' difficulties in the use of authentic recording in listening skills, find out the causes of students' difficulties and also to find out the right solutions to overcome students' difficulties in the use of authentic recording in listening skills. Researchers conducted the study because of the phenomenon of using authentic recording and also based on researchers' awareness of the importance of listening skills to learn English.

This research method was qualitative research in the form of a case study conducted at SMK Citra Angkasa Bandar Lampung. The main source of this research was grade X students at SMK Citra Angkasa Bandar Lampung consisting of 21 students. Researchers use observation, documentation and interviews in collecting data. Observations were made to determine students' difficulties in using authentic recording in listening skills, while interviews were conducted to find out what factors and also solutions to overcome students' difficulties in using authentic recording in listening skills.

Based on the results of research at SMK Citra Angkasa Bandar Lampung, there are several conclusions that can be concluded. Researchers concluded that several factors that cause students to have difficulty in using authentic recording in listening skills are limited mastery of student vocabulary, cultural differences, accents and also length and speed. Then the factor why students have difficulty is because it is not the mother tongue so that students will experience confusion. Then the solution to the above problem is by selecting authentic material or recordings that are tailored to the abilities of students, the role of teachers is very important in the process of learning English, especially listening lessons, providing varied material such as dialogues or conversations between native speakers and the last is individual tasks carried out outside school hours related to listening skills.

***Keywords: Authenticity Recording, Listening Ability, Qualitative Research.***

**ANALISIS KESULITAN SISWA DALAM MENGGUNAKAN  
AUTHENTIC RECORDING DALAM KETERAMPILAN  
MENDENGARKAN KELAS X SMK CITRA ANGKASA  
BANDAR LAMPUNG**

**ABSTRAK**

**By:  
JOKO SUSILO**

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam penggunaan authentic recording pada keterampilan mendengar, mengetahui penyebab kesulitan siswa dan juga untuk mengetahui solusi yang tepat untuk mengatasi kesulitan siswa dalam penggunaan authentic recording pada keterampilan mendengar. Peneliti melakukan penelitian tersebut dikarenakan adanya fenomena penggunaan authentic recording dan juga berdasarkan kesadaran peneliti akan pentingnya keterampilan mendengar untuk belajar Bahasa Inggris.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilakukan di SMK Citra Angkasa Bandar Lampung. Sumber utama penelitian ini adalah siswa kelas X di SMK Citra Angkasa Bandar Lampung yang terdiri dari 21 siswa. Peneliti menggunakan observasi, dokumentasi dan juga wawancara dalam mengumpulkan data. Pengamatan dilakukan untuk mengetahui kesulitan siswa dalam penggunaan authentic recording pada keterampilan mendengar, sedangkan wawancara dilakukan untuk mengetahui faktor apa saja dan juga solusi untuk mengatasi kesulitan siswa dalam penggunaan authentic recording pada keterampilan mendengar.

Berdasarkan hasil penelitian di SMK Citra Angkasa Bandar Lampung, ada beberapa kesimpulan yang bisa disimpulkan. Peneliti menyimpulkan bahwa beberapa faktor yang menyebabkan siswa mengalami kesulitan dalam penggunaan authentic recording pada keterampilan mendengar yaitu terbatasnya penguasaan kosakata siswa, perbedaan budaya, aksen dan juga length and speed. Kemudian faktor mengapa siswa mengalami kesulitan adalah dikarenakan bukan Bahasa ibu sehingga siswa akan mengalami kebingungan. Kemudian solusi dari permasalahan diatas yaitu dengan pemilihan materi ataupun rekaman authentic yang disesuaikan dengan kemampuan siswa, peranan guru yang sangat penting dalam proses pembelajaran Bahasa Inggris terutama pelajaran listening, pemberian materi yang bervariasi seperti dialog ataupun percakapan antar native speaker dan yang terakhir adalah tugas individu yang dilakukan diluar jam sekolah yang berkaitan dengan keterampilan mendengar.

***Kata Kunci: Rekaman Otentik, Kemampuan Mendengar, Penelitian Kualitatif.***



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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Student Number : 1901052019

Department : English Education

Faculty : Tarbiyah and Teachers Training

State that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 17 October 2023

The Researcher



**Joko Susilo**

**NPM. 1901052019**

## ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Joko Susilo  
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Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar Pustaka.

Metro, 17 Oktober 2023

Peneliti



**Joko Susilo**

**NPM. 1901052019**

## MOTTO

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ  
تُرْحَمُونَ

*wa iżā qurī`al-qur`ānu fastami'ū lahū wa anṣitū la'allakum tur-ḥamūn*

Dan apabila dibacakan Al Quran, maka dengarkanlah baik-baik, dan perhatikanlah dengan tenang agar kamu mendapat Rahmat

And when the Qur'an is recited, then listen carefully, and pay attention calmly so that you may receive grace

**(QS. Al – A ‘Raf: 204)**

## **DEDICATION PAGE**

The success of this study is dedicated to:

1. My Parents, My Beloved father Suroto and My Beloved Mother Jumiyati, who have given love and sacrifice as well as moral and immaterial encouragement, sincerer prayers that never stop and everything that is impossible for the authors to reply, which has always been a source of encouragement for the author in completing this study.
2. My women who gave me spirit to achieve my goals, always stand beside me and gave a lot of suggestion.
3. To my sponsor Mam. Syahreni Siregar, M.Hum as a supervisor who always provides guidance, direction, and encouragement to me, so that this thesis can be completed.
4. To all lectures and all academic staff who always help in providing facilities, knowledge, and education to me so that they can support the completion of this thesis.
5. My of Batch 2019 English Education Department.
6. My Almamater State Institute of Islamic Studies (IAIN) of Metro.

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Praise is only to Allah SWT for his taufiq and guidance. So that the writer can complete the preparation on this undergraduate thesis. This writing requirements to complete is as one of the requirements to complete the education program Strata One (S1) Faculty of Tarbiyah and Teacher Training IAIN Metro, in order to obtain an S.Pd.

This an undergraduate thesis entitled *"An Analysis of Students Difficulties in Using Authentic Recording in Listening Skill of The Tenth Grade on Vocational High School of Citra Angkasa in Academic Year 2022/2023*. Regarding to the undergraduate thesis, the writer would like to express the gratitude to Mrs. Syahreni Siregar, M.Hum who have guided to writer to accomplish the undergraduate thesis. Didn't forget and so didn't express my love and gratitude to my father and my mother who always pray for me and provide support in every way and all those who have helped in the preparation on this undergraduate thesis.

In this research, the researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that the researcher could not mention one by one. Firstly, the researcher would like to express her gratefulness to Rector of IAIN Metro, Prof. Dr. Hj. Siti Nurjanah, M.Ag, PIA. The Dean of Tarbiyah and Teacher Learning Faculty, Dr. Zuhairi, M.Pd, The Head of English Education Study Program, Mr. Andianto, M.Pd. May Allah SWT gives them His better reward for spending time to support and guidance during the undergraduate thesis writing process. Secondly, big thanks to sponsor Mam. Syahreni Siregar, M.Hum. May Allah SWT give her better reward for the guidance, advise, given the incredible suggestions and comments for her to settle this thesis on time.

Finally, deepest gratitude goes to my parents who are never tired empower her spirit. Furthermore, the researcher also would like to express big thanks to honorable lecturers of English Education Department, who helps me, also the students of English Education Department who become a good partner in studying English.

Critics and suggestion for the improvement of this undergraduate thesis are highly expected and will be accepted as part of producing better research. In the end, the writer hopes that the result of the research carried out can be useful for the development of social science education.

Metro, 17<sup>th</sup> October 2023

A handwritten signature in black ink, appearing to read 'Joko Susilo', with a stylized flourish at the end.

**Joko Susilo**  
**1901052019**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Study**

Listening is the active process of receiving and responding to spoken messages. It is one of the subjects studied in the field of language arts and in the discipline of conversation analysis. Listening is not just hearing what the other listening source in the conversation has to say. Listening means taking a vigorous, human interest in what is being told us.

In addition, listening is a skill that not only helps and serves others. It leads listeners to become more compassionate, patient and nurturing people. It takes people out of our tendency toward self-absorption and self-interest, connecting them intrinsically with the world around them. When people listen, they develop new points of view, perspectives and insight and at the same time foster connections that confers trust and respect.

Moreover, listening opens people up mentally and emotionally to other people, and makes them sympathetic and empathetic to their concerns and worries. While listening skill can be taught, it is not for no reason that counsellors typically are already innately good listeners. Counselling combines the ability to listen, connect, and understand people, and often you may discover more about yourself as well.

Furthermore, in order to have good listening skill, there needs to be proper teaching techniques. Proper learning techniques support teaching steps that achieve successful listening learning. Therefore, it is important

that there is the selection of the right teaching techniques so that students are motivated and have a high interest in the listening learning process. Therefore, every teacher must creatively apply engineering innovations - teaching techniques in the listening teaching process.

Moreover, one of the teaching sources that is used in listening process is authentic recording. Authentic recording consists of two words. Authentic means original if it can be concluded from the original form of the recording that is marked with audio without editing starting from the speed to the pronunciation. Meanwhile recording means is recording like a sound from native speaker. Authentic recording provides an experience for listeners to listen to various types of sound. It is unscripted and feature both native and non-native speakers from a variety of backgrounds. These provide exposure to a range of accents and to features of real spoken English, such as vague language and hesitation devices.<sup>1</sup> Authentic recordings can come from native or non-native speakers on condition that there are no scripts/subtitles and if non-native they must have a good accent.

In listening learning there are many learning resources that can be used. This is because listening must be supported by the use of appropriate learning resources so that the goal of listening learning is achieved. A good learning resource is one that is able to provide clear and accurate

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<sup>1</sup>Adrian Doff et al., English unlimited (Cambridge: Cambridge University Press, 2010). 12



audio input to its listeners so that no sound input errors are available in the sound source.

Moreover, listening authentic recording can help to prepare people to deal with hearing real spoken English. Authentic recording can be as fast as real speech and listening that give them the chance to experience a range of different voices. Authentic recording also allows people to replay the message and get used to it gradually, which they might not be able to do in real life.

Based on all the descriptions above, the researcher has conducted a pre-survey on August 30<sup>th</sup> 2022 in the tenth grade of SMK Citra Angkasa Bandar Lampung by going directly to the school in the process. In the process of pre-survey, the researcher gave English assignments related to listening skill to find out the obstacles that students experience related to the student. The results of the pre-survey are illustrated in the following table.

**Table 1.1**  
**Pre-Survey Result**

<b>NO</b>	<b>GRADE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>	<b>CRITERIA</b>
1	86 – 100	0 Students	0 %	Good
2	70 – 85	6 Students	28,5 %	Fair
3	0 – 69	15 Students	71,5 %	Low
<b>TOTAL OF STUDENTS</b>		<b>21 STUDENTS</b>	<b>100 %</b>	

(Source: The archive of students' English assignment given by the English teacher)

Based on the information listed in the table of pre-survey results above, it can be known that students' listening skill are relatively low because the percentage of students in the dominance is low. It is indicated by the percentage of students who belong to the low category is 71,5 Percent. Therefore, it is necessary to try to study the components or aspects of listening skill that are obstacles for students.

In the pre-survey process, the researcher also conducted an interview with students to find out the obstacles experienced by students in the English learning process, especially those related to the listening skill of an English-speaking sound source. From the results of the pre-survey, it can be known that students have limited listening skill. This is due to the difficulty of students to capture audio from native speakers. Another obstacle is the inability of students to capture the messages listed in the sound source too quickly. Based on the results of the interview, most students do not know most of the content of the message contained in the source of the voice so they feel afraid to do the process of listening to English.

Based on the entire description above, the researcher underlined the phenomenon of authentic recording on listening. In this case the researcher intends to dig deeper into the phenomenon to follow up in order to achieve the expected research goals. To achieve these research goals, the researcher conduct research using qualitative research methods.

Therefore, based on the entire description above, the researcher intends to conduct qualitative research by compiling a research proposal entitled

*“An Analysis of Students' Difficulties in Using Authentic Recording in Listening Skill of The Tenth Grade on SMK Citra Angkasa”*. With this research, it is hoped that the phenomenon of authentic listening can be revealed so that the phenomenon can be followed up.

## **B. Research Questions**

The research questions of this study are started as follow:

1. What are the students' difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa?
2. Why do the students get difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa?
3. How to solve the students' difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa?

## **C. Objectives and Benefits of The Study**

### 1. Objectives of the Study

The objectives of this research are stated as follow:

- a. To identify the students' difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa.
- b. To investigate the causes of students' difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa.

- c. To find out the solution to solve the students' difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa.

## 2. Benefits of the study

### a. For the Students

This research is expected to be useful for students by providing information to them about the importance of the phenomenon of applying authentic recording in listening skill. By knowing this, students are expected to be motivated to be more active in improving their abilities in listening skill by continuing to hone their abilities in applying authentic recording. Thus, it is hoped that students' listening skill will be better.

### b. For the Teachers

This research is expected to be useful for teachers by providing information related to the phenomenon of applying authentic recording in listening skill. By obtaining information related to the phenomenon, teachers are expected to motivate students in the process of learning listening skill by encouraging students to practice more related to working on English tasks related to authentic recording. Thus, it is hoped that students' listening skill will be better.

c. For the Other Researchers

This research is expected to be useful for other studies by providing information related to the phenomenon of authentic recording on listening, but also providing information about real application techniques on how to conduct research on it. In this case, it is hoped that other researcher can follow up on the results of this study in the future in order to provide deeper benefits to students.

**D. Prior Research**

This research will be conducted taking into account some relevant research. The first relevant research was conducted by Putri, Ningsih and Refnaldi with the research title "The Effect of Authentic Listening materials and Self-Regulation Toward Students' Listening Ability at Tenth Grade of SMAN 1 VII Koto Sungai Sariak".<sup>2</sup> This research was conducted at SMAN 1 VII Koto Sungai Sariak in 2018. The research method used in this study is to use quantitative research methods by conducting listening tests and self-regulation questionnaires were used as the instruments of the research. In conclusion, authentic listening materials had significant result on students listening ability with high self-regulation and there was interaction between listening materials and self-regulation toward students' listening ability.

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<sup>2</sup> kartika Harda Putri, Kurnia Ningsih, Refnaldi, "The Effect of Authentic Listening Materials and Self-Regulation Toward Students' Listening Ability at Tenth Grade of SMAN 1 VII Koto Sungai Sariak", *Advances in Social Science, Education and Humanities Research*, Vol 301, (2018), 421-428.

The research that will be carried out by the researcher and the first relevant research has similarities and differences, the similarity lies in the method of providing tests that are carried out and other similarities, namely in the variables studied, namely examining the 4 basic skill of English, namely researching skill in listening. While the difference lies in the research method where the relevant research is carried out using quantitative research methods, while the research that will be carried out by the researcher is using qualitative research methods.

The second relevant research was conducted by Nurkholida with the research title "Enhancing Listening Skill Based on Authentic Materials in Higher Education". This research was conducted in 2016 which was conducted at STAIN Kediri.<sup>3</sup> The research method used is a quantitative research method by examining 61 STAIN Kediri students. This study aims to find out the use of YouTube material on listening skill in students and to find out the attitudes of students in their use. Meanwhile, the results of this study from the test conducted showed the following results: 1) The ability to listen to English increased significantly after using YouTube material and, 2) Students have a positive attitude in learning listening skill.

The research that will be carried out by the researcher and the second relevant research has similarities and differences, as for the similarities, namely lies in the tests carried out and also the learning plans used in the research as a reference in conducting tests and providing

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<sup>3</sup> Erna Nurkholida, "Enhancing Listening Skill Based on Authentic Materials in Higher Education": *Program Studi Bahasa Inggris, Jurusan Tarbiyah STAIN Kediri*, Vol. 8, No. 03 (2016), 256-266.

conclusions analysis. As for the difference, it lies in the research method used, the research used by relevant researcher is using quantitative research methods, while the research that the researcher use is qualitative research methods.

The third relevant research was conducted by Adnan with the research title "The Use Authentic Material at Senior High School".<sup>4</sup> This research was conducted in Padang in 2013. The research method used is a quantitative literature study aimed at high school. This study aims to find out the use of authentic materials in listening learning in high school by reviewing some literature. Meanwhile, the results of his research are many experts and researcher have conducted studies about the authentic materials. The English teachers are suggested to use authentic listening materials in teaching listening. Since those materials can be got and found easily, thus there is no reason for teacher to skip or ignore teaching listening skill for lack of materials.

The research that will be carried out by the researcher and the third relevant research has similarities and differences, the similarities are in the variables studied, namely listening and using authentic material where in authentic material there is a sub, namely the use of authentic recording which is the title of the researcher's main research. The difference is that in the research method used, the researcher uses a simpler qualitative research method, while the relevant research uses a qualitative research

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<sup>4</sup> Aryuliva Adnan, "The Use of Authentic Materials in Teaching Listening at Senior High School": *Proceeding of The International Seminar on Language and Arts, ISLA-2*, (2013), 120-125.



method for library studies. This is because relevant researcher in their journals conduct research not only in one place educational agencies but also discuss extensively about research for all high schools.

From the third relevant studies conducted earlier above, it can be concluded that each relevant research has its own focus and research objectives. As can be concluded starting from the first relevant research that focuses on the material given and also several tests along with the exercises given to improve students' skills. And in this study, it is also mentioned that the conclusion of the first study is that authentic listening materials had significant result on students listening ability with high self-regulation and there was interaction between listening materials and self-regulation toward students' listening ability.

Then the second relevant research focuses on the learning media used by students in improving students' abilities and listening skills. The purpose of this second study is to find out the use of YouTube material on students' listening skills and find out students' attitudes in its use. Then for the media used in this study is YouTube, where this second research was conducted on religious college students.

In the third relevant research, it focuses more on providing authentic recording material at the high school level that can be obtained easily so that there is no longer any reason for teachers or learners not to provide the material to their students.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Concept of Listening Skill

##### 1. Definition of Listening Skill

Skills are defined as the ability to carry out the tasks and duties of a given job. They are acquired and developed in the process of learning. In the case of individuals, skills provide an opportunity to find and retain a job, career progression and to earn a decent wage or salary. From the employer's perspective, granting a job contract and a certain level of wages or salary depends on his or her confidence and thus recognition that a potential employee has the valuable skills required for the job.<sup>5</sup> This means that skills are an ability that can be obtained and also developed and can be trained in the learning process. In other words, skills can be processed by how often we do and practice them. Therefore, skills are not abilities gained from birth but can be cultivated as long as we are willing to do so.

Listening is a skill that enables you to align people, decisions, and agendas, you cannot have leadership presence without hearing what other have to say.<sup>6</sup> This means that listening is an initial process that is very important to capture the information provided by the

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<sup>5</sup> Jiří Braňka, *Understanding the Potential Impact of Skills Recognition System on Labour Markets: Research Report* (Geneva: International Labour Organization, 2016), 18.

<sup>6</sup> Harvard Business Review Press, *Emotional Intelligence Mindful Listening* (Boston: Harvard Business School Publishing Corporation, 2019), 19.

communicator which in education is likened to a lecturer or teacher. In other words, from listening to the communicator, namely the teacher, students are able to obtain information and understanding where the information or understanding obtained by each student can differ from one another depending on how sensitive the student is able to process and understand quickly the information received. Therefore, listening is not just a listening activity but also as a process of obtaining the information needed.

Listening is a socially desirable behaviour, perhaps even more susceptible to social desirability effects than other communicative actions.<sup>7</sup> that is, listening has a broad meaning. In other words, listening can also influence social behaviours such as listening to individual music and so on. Therefore, listening can also affect social life and tends to be contaminated with the effects of social desire rather than other communicative Actions.

Listening is a skill which impacts in specific ways upon the classroom context in general and upon the individual learner in particular.<sup>8</sup> This means that listening skills can have an impact in the classroom but in a certain way and depend on the teacher's ability to convey information that is liked by students in a class. In other words, students who are in a class will be very different in how to listen to or

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<sup>7</sup> Wiley Blackwell, *The Sourcebook of Listening Research: Methodology and Measures* (Hoboken: John Wiley & Sons, Inc, 2018), 39.

<sup>8</sup> John Field, *Listening in the language classroom* (Cambridge: Cambridge University Press, 2008), 56.

understand the information provided from one another. therefore, if the method given is not acceptable as a whole, it will only affect a few individual students.

## 2. Process of Listening Skill

### a. Bottom-up processing

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analysed as successive levels of organization – sounds, words, clauses, sentences, texts until meaning is derived. Comprehension is viewed as a process of decoding. The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences. Summarize this view of listening in the following way <sup>9</sup>:

- 1) Listeners take in raw speech and hold a phonological representation of it in working memory.
- 2) They immediately attempt to organize the phonological representation into constituents, identifying their content and function.

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<sup>9</sup> Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2008), 4.

- 3) They identify each constituent and then construct underlying propositions, Building continually into a hierarchical representation of propositions.
  - 4) Once they have identified the propositions for a constituent, they retain them in working memory and at some point, purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.
- b. Top-down processing

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts” plans about the overall structure of events and the relationships between them.<sup>10</sup>

For example, consider how we might respond to the following utterance:

“I heard on the news there was a big earthquake in China last night.”

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<sup>10</sup> *Ibid.*, 7.

On recognizing the word earthquake, we generate a set of questions for which we want answers:

- 1) Where exactly was the earthquake?
- 2) How big was it?
- 3) Did it cause a lot of damage?
- 4) Were many people killed or injured?
- 5) What rescue efforts are under way?

### 3. Listening Sub-Skills

There are various types of listening sub-skills to help listeners make sense of the listening text. Most commonly used listening sub-skills in language classrooms are:<sup>11</sup>

- a. Listening for-gist: listening to get a general idea
- b. Listening for specific information: listening just to get a specific piece of information
- c. Listening in detail: listening to every detail, and try to understand as much as possible
- d. Listening to infer: listening to understand how listeners feel
- e. Listening to questions and responding: listening to answer questions
- f. Listening to descriptions: listening for a specific description.

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<sup>11</sup> Ekrem Solak, *Teaching Language Skills for Prospective English Teachers* (Ankara: Sözkese Matbaacılık Tic. Ltd. Şti, 2016), 35.

#### 4. Type of Authentic Listening Tasks

##### 1) Note-Taking

Uses a 15-minute lecture as a stimulus. One among several response formats includes note-taking by the test-takers. These notes are evaluated by the teacher on a 30-point system, as follows:

**0-15 points**

*Visual representation:* Are your notes clear and easy to read? Can you easily find and retrieve information from them? Do you use the space on the paper to visually represent ideas? Do you use indentation, headers, numbers, etc.?

**0-10 points**

*Accuracy:* Do you accurately indicate main ideas from lectures? Do you note important details and supporting information and examples? Do you leave out unimportant information and tangents?

**0-5 points**

*Symbols and abbreviations:* Do you use symbols and abbreviations as much as possible to save time? Do you avoid writing out whole words, and do you avoid writing down every single word the lecturer says?

## 2) Editing

Another authentic task provides both a written and a spoken stimulus, and requires the test-taker to listen for discrepancies. Scoring achieves relatively high reliability as there are usually a small number of specific differences that must be identified. Here is the way the task proceeds.

Test-takers read: the written stimulus material (a news report, an email from a friend, notes from a lecture, or an editorial in a newspaper). Test-takers hear: a spoken version of the stimulus that deviates, in a finite number of facts or opinions, from the original written form. Test-takers mark: the written stimulus by circling any words, phrases, facts, or opinions that show a discrepancy between the two versions. One potentially interesting set of stimuli for such a task is the description

## 3) Interpretive Tasks

One of the intensive listening tasks described above was paraphrasing a story or conversation. An interpretive task extends the stimulus material to a longer stretch of discourse and forces the test-taker to infer a response. Potential stimuli include:



- Song Lyrics
- (Recited) Poetry
- Radio/Television news reports
- An oral account of an experience

Test-takers are then directed to interpret the stimulus by answering a few questions (in open-ended form). Questions might be:

- “Why was the singer feeling sad?”
- “What events might have led up to the reciting of this poem?”
- “What do you think the political activists might do next and why?”
- “What do you think the story teller felt about the mysterious disappearance of her necklace?”

This kind of task moves us away from what might traditionally be considered a test toward an informal assessment, or possibly even a pedagogical technique or activity. But the task conforms to certain time limitations, and the questions can be quite specific, even though they ask the test-taker to use inference. While reliable scoring may be an issue (there may be more than one correct interpretation), the authenticity of the interaction in this task and potential

washback to the student surely give it some prominence among communicative assessment procedures.

#### 4) Retelling

In a related task, test-takers listen to a story or news event and simply retell it, or summarize it, either orally (on an audiotape) or in writing. In so doing, test-takers must identify the gist, main idea, purpose, supporting points, and/or conclusion to show full comprehension. Scoring is partially predetermined by specifying a minimum number of elements that must appear in the retelling. Again, reliability may suffer, and the time and effort needed to read and evaluate the response lowers practicality. Validity, cognitive processing, communicative ability, and authenticity are all well incorporated into the task.<sup>12</sup>

#### 5. Assessing of Listening

Assessing listening is the effort done by the teacher in order to assess the student's listening comprehension that can be done by giving some listening tasks. Every teacher of language knows that one's oral production ability other than monologues, speeches, reading aloud and the like is only as good as one's listening comprehension ability. But of even further impact is the likelihood that input in the oral mode accounts for a large proportion of successful language

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<sup>12</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, Inc., 2004), 136.

acquisition. In a typical day, we do measurably more listening than speaking (with the exception of one or two of your friends who may be nonstop chatterboxes). Whether in the workplace, educational, or home contexts, oral comprehension far outstrips oral production in quantifiable terms of time, number of words, effort, and attention. Therefore, the writer needs to pay close attention to listening as a mode of performance for assessment in the classroom. In this chapter, the writer will show how the assessment in this listening study is carried out which will be shown by the table below:

**Table 1.2**  
**Assesing of Listening**

<b>No</b>	<b>Assessment Objective</b>	<b>Indicator</b>
<b>1</b>	Comprehending of surface structure elements such as phonemes, words, intonation or grammatical category	The listeners are able to comprehend the surface structure elements such as phonemes, words, intonation or grammatical category.
<b>2</b>	Determining meaning of auditory input	The listeners are able to determine meaning of auditory input.
<b>3</b>	Developing the gist, a global or comprehensive understanding	The listeners are able to developing the gist, a global or comprehensive understanding.

## 6. The Difficulties of Listening Comprehension

### 1) Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening.

### 2) Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials, then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance

### 3) Accent

Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension.

### 4) Unfamiliar Vocabulary

When listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one

meaning and if they are not used appropriately in their appropriate context's students will get confused.

#### 5) Length and Speed of Listening

Information in their mind. It is very difficult for lower-level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. Speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.<sup>13</sup>

### **B. The Concept of Authentic Recording**

#### 1. Definition of Authentic Recording

The term 'authentic' usually refers to listening items originally intended for the ears of a native listener rather than specially prepared for language learners.<sup>14</sup> It mean that the term authentic in question is indeed not specified for someone who studies English. In other words, authentic in question is intended for someone who has indeed used English in their daily lives.

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<sup>13</sup> Abbas Pourhosein Gilakjani, Narjes Banou Sabouri, *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*, Vol. 9, No. 6 (2016).

<sup>14</sup> John Field, *Listening in the language classroom* (Cambridge: Cambridge University Press, 2008), 23.

Authentic recordings should be taken to cover a wide spectrum of styles from formal (An interview) and even ‘read aloud’ (The radio news) to very informal (Daily conversation).<sup>15</sup> In other words, the authentic recording used must also be adapted to the context to whom the recording will be addressed. Therefore, authentic recordings are classified into three parts, namely for formal, informal and also for conveyance such as news.

In the selection of the right listening material for language classrooms, the distinction between authentic and pedagogic materials should be highlighted. They both have advantages and disadvantages depending on your target group and the aim of the activity. Authentic materials can be texts which are prepared by native speakers and are not originally intended as language learning materials. Authentic materials can often include more unfamiliar use of language, and mostly, it can be difficult for learners to cope with. If the teacher wants to use authentic material, he/she should write a lesson plan based on the material and find appropriate supporting materials.<sup>16</sup> It means that not only authentic recordings must be prepared properly according to whom the authentic recordings are intended for, but also the material must be adapted and differentiated. In other words, this will also affect the level of difficulty for both the learner and the student who accepts it.

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<sup>15</sup> *Ibid.*, 270.

<sup>16</sup> Ekrem Solak, *Teaching Language Skills for Prospective English Teachers* (Ankara: Sözkese Matbaacılık Tic. Ltd. Şti, 2016), 32.

## 2. The Function of Authentic Recording

The value of using authentic versions resides in the fact that their presentational style will be unequivocally the style which is associated with the genre in question, and not a simulation.<sup>17</sup> In other words, learners not only master authentic material but also must have a teaching style like a native. It means not only mastering the language but also accent and others.

Provides a useful set of guiding principles for choosing authentic materials, which apply as much to the teaching of listening skills as to other areas.<sup>18</sup> It means that the function of this authentic recording is also a guide for learning listening skills. In other words, it also serves to sort out authentic materials for learning.

Authentic recording is important for them to support learners in making sense of material that has not been simplified to suit their level of language.<sup>19</sup> Therefore, there is a classification of authentic recordings so that they can determine the level of learner ability. In other words, this classification is useful for determining the level that has been mastered for both the learner and the student himself.

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<sup>17</sup> John Field, *Listening in the language classroom* (Cambridge: Cambridge University Press, 2008), 275.

<sup>18</sup> *Ibid.*

<sup>19</sup> *Ibid.*, 286.

### 3. The Difficulties in Using Authentic Recording

Authentic recordings that have caused problems of decoding or problems of general understanding in the past. The extracts should be only three or four sentences long, but sufficient to provide the listener with a limited amount of context.<sup>20</sup> in other words, difficulties and problems that arise are difficulties in understanding the content and intent of authentic recordings. Therefore, an authentic quote or recording should only consist of three or four sentences to give the listener a limited context so that it can be easily understood.

### 4. Benefit of Authentic Recording

The use of authentic recordings in listening is not just a faddish option put forward in the belief that the classroom must at all costs emulate the conditions of real-life communication. It is clear that true 'authenticity' cannot be achieved in the language classroom and perhaps least of all in the listening classroom. But the value of recordings which are not scripted or graded resides in the fact that they:

- a. Represent a form of speech that is markedly different, both phonologically and syntactically, from purpose-designed materials.

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<sup>20</sup> *Ibid.*, 314.



- b. Provide the learner with a listening experience that approximates to a real-life one in that parts of the input (sometimes large parts) will not be understood.<sup>21</sup>

In other words, however, authenticity in speaking English will not be obtained in language classes. Therefore, the value of authentic recordings lies in several things, such as providing an experience in listening to authentic sounds that are sometimes difficult to understand. Learners who are exposed to pre-listening activities performed better than those who did not take pre-listening activities. They also assert that pre-listening tasks are effective for students in understanding authentic English movies.<sup>22</sup> This means that individual listening activities, namely by doing pre-listening will improve the ability of these students compared to students who do not do pre-listening activities. In other words, this pre-listening activity can be done by students independently because this activity is very effective for training facilities and also to improve students' ability to listen to authentic recordings.

##### 5. The Solution of Difficulties in Using Authentic Recording

The key to using authentic recordings early on lies in choosing tasks which the learners are capable of achieving, even if much of the linguistic content of the recording is beyond their current state of

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<sup>21</sup> Ibid., 284.

<sup>22</sup> Ekrem Solak, *Teaching Language Skills for Prospective English Teachers* (Ankara: Sözkese Matbaacılık Tic. Ltd. Şti, 2016), 37.

knowledge.<sup>23</sup> Therefore, the selection of the task of listening to authentic recordings must also be considered and selected based on students' abilities. This means that learners must also know the level of ability of their students.

Teacher talk should be interactive in a way that students can ask questions and get an answer, which facilitates and supports student talk. Another way of exposing students to an authentic conversation is inviting guest speakers to the classroom, which provides learners a chance to interact in a more authentic way.<sup>24</sup> This means that the role of the teacher and also his ability in teaching must also be considered so that students also become easier to understand. In other words, teachers must also occasionally use different learning methods such as inviting natives into the classroom to provide opportunities and experiences for students to interact with natives directly.

Listening materials should be based on a wide range of authentic texts, including both monologues and dialogues. In other words, real life listening materials assist listeners to be motivated highly to reach the communicative objectives, because language is a social phenomenon and authenticity is an important part of that whole. In this context, today via network-based multimedia, such as online

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<sup>23</sup> John Field, *Listening in the language classroom* (Cambridge: Cambridge University Press, 2008), 284.

<sup>24</sup> Ekrem Solak, *Teaching Language Skills for Prospective English Teachers* (Ankara: Sözkese Matbaacılık Tic. Ltd. Şti, 2016), 33.

audio and video, YouTube, podcasts and blogs present a wide range of opportunities to serve realistic goals.<sup>25</sup>

Therefore, students are also required to not only accept the material provided by the teacher, but students must also independently exploit their individual abilities by utilizing technological developments to improve abilities, especially the ability to list authentic recordings. In other words, students can use social media such as YouTube, podcasts, blogs and so on.

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<sup>25</sup> *Ibid.*, 40.

## CHAPTER III

### RESEARCH METHOD

#### A. The Types and Characteristics of Research

Qualitative research is an interactive process in which the persons studied teach the researcher about their lives.<sup>26</sup> Qualitative study typically involves interview and observation without formal measurement. The researcher considers the use of authentic recording in listening. Therefore, the researcher decides to use qualitative research to analyse the difficulties in using authentic recording in listening skill on SMK Citra Angkasa.

Qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. The type of this research is a case study, which is an in-depth examination of one person, is a form of qualitative research. Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.<sup>27</sup>

The characteristic in this research focuses on the descriptive qualitative research. The researcher takes a case study that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive

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<sup>26</sup> Margot Ely et al., *Doing Qualitative Research: Circles Within Circles* (London: Taylor & Francis e-Library, 2003), 4.

<sup>27</sup> Elizabeth Depoy, PhD, MSW, OTR, Laura N. Gitlin, PhD, *Introduction to Research: Understanding and Applying Multiple Strategies*, (Missouri: Elsevier Inc. 2016), 175.

qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.<sup>28</sup>

In line with the explanation above, the purpose of this research to know the student's difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa; to analyse the causes of students' difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa; and to know the solution to solve the students' difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa.

## **B. Data Resources**

The term data refers to a collection of information, a more detailed definition include types of data that combine to be the collected information such as number, words, pictures, video, audio, and concepts.<sup>29</sup> In this research, the researcher divides the sources into two items. They are primary and secondary.

### **1. Primary sources**

Primary source includes of transcriptions of interviews; participant observation fieldnotes; photographs of field situations taken by the researcher as records of specific activities, rituals, and personas (with

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<sup>28</sup> Geoffrey and David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (Hoboken: John Wiley & Sons, Inc, 2005), 16.

<sup>29</sup> Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods*, (California: Sage Publication, Inc, 2008), 185.

associated locational and descriptive data); and maps and diagrams drawn by the researcher or by field assistants or participants in a study (with accompanying explanations).<sup>30</sup> Primary sources are original phenomenon on which research is based. They are testimony or direct evidence concerning a topic under consideration. The primary sources present information in its original form, neither interpreted nor condensed nor evaluated by other researchers. The primary sources of this research are 21 results of students listening assignments of the tenth grade given by the teacher on SMK Citra Angkasa for the 2022/2023 academic year.

## 2. Secondary sources

Secondary data are materials that are important in describing the historical background and current situation in community or country where the research is being conducted.<sup>31</sup> Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

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<sup>30</sup> *Ibid.*, 232.

<sup>31</sup> *Ibid*

### C. Data Collection Technique

Data collection is taken from the data analysis process into theory or interpretation. Data collection is the accumulation of specific evidence that will enable the researcher to analyse precisely the results of all activities with his research design and procedures. The purpose of data collection is to ensure minimal researcher obtrusiveness through the systematic and consistent application of procedures. The researcher minimizes systematic and random errors through validation and reliability testing, respectively.<sup>32</sup>

In the process of collecting data, the researcher uses purposive sampling technique. A purposive sample refers to selection of units based on personal judgement rather than randomization. This judgemental sampling is in some way “representative” of the population of interest without sampling at random. One of the commonest uses of purposive sampling is in studies based on very small numbers of areas or sites.<sup>33</sup> In this study the researcher used three techniques in collecting data, namely using techniques to collect observation data, documentation and also interview techniques.

#### 1. Observation

Observation is data collection technique in which the researcher takes field notes on the behaviour and activities of individuals at the research site. In observation, the researcher records, in an unstructured

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<sup>32</sup> Elizabeth Depoy, PhD, MSW, OTR and Laura N. Gitlin, PhD, *Introduction to Research Understanding and Applying Multiple Strategies* (Missouri: Elsevier Inc, 2016), 245.

<sup>33</sup> Sara Elder, *A Methodological guide* (Geneva: International Labour Organization, 2009), 6.

or semi structured way (using some prior questions that the inquirer wants to know), activities at the research site.<sup>34</sup> In this study, the researcher observe the students' English listening assignment given by the English teacher and learning process at SMK Citra Angkasa for the 2022/2023 academic year in order to find out the students' difficulties in doing the tasks of listening to authentic recording.

## 2. Documentation

In this research, the researcher uses document technique to collect data. Documents can be a valuable source of information in qualitative research. Public documents are provided in the form of official memos. Examples of personal documents are journals and personal records. Therefore, secondary data needs to be documented as a source of data in the form of documentation. Furthermore, the researcher get data in the form of students' English assignment given by the English teacher and complete data about SMK Citra Angkasa.

## 3. Interview

In qualitative interview, the researcher conducts face-to-face interview with students. The interview involves unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the students.<sup>35</sup> Qualitative interview has been the basis for many important studies across the range of disciplinary fields, but understandings of what it means to carry out

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<sup>34</sup> John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Method Approaches* (Thousand Oaks: Sage Publications, Inc, 2009), 168.

<sup>35</sup> *Ibid.*



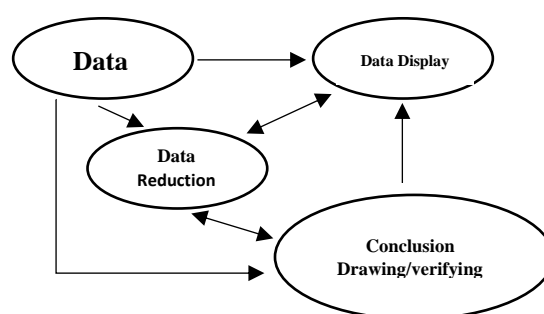
such interview have shifted over time in line with ebbs and flows in the prominence of particular philosophical approaches to understanding the social world and how it works. In this case, the researcher conduct interview with tenth grade students at *SMK Citra Angkasa* to find out what are the difficulties of students in working on questions, especially about listening to students.

#### D. Data Analysis Technique

The important part in research study is analysing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. The researcher applies Miles and Huberman model to analyse the data.

The components of this analysis model are pictured by this figure.<sup>36</sup>

**Figure 3.1**  
**Analysis Component**



<sup>36</sup> Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): (Thousand Oaks, CA: Sage, 1994), 12.

The researcher conduct research by collecting research data related to the research objective, which is to find out students' difficulties in using authentic recording in learning listening skills.

1. To collect the data, the researcher asks the English teacher's listening assignment archives. In addition, in the process of collecting data, researcher also conduct interviews with students to find out the causes and also solutions to overcome students' difficulties in learning listening skills.
2. After collecting data, the researcher sorts the data by focusing on difficulties, causes and also solutions to students' difficulties in using authentic recording in teaching listening skills.
3. After that, the researcher displays the data by displaying the results of the research data relating to the research objectives.
4. The final step is that the researcher concludes the research results to confirm the answers to the research objectives.

### **E. Validity and Reliability**

The use of reliability and validity in quantitative and causative research paradigms is highly recommended. However, the use of the terms reliability and validity rooted in a positivist perspective in qualitative research must be redefined for use in naturalistic approaches. Qualitative research uses a naturalistic approach that seeks to understand phenomena in a specific context, and researchers do not manipulate the phenomena to be studied. Thus, when quantitative researchers talk about the validity and reliability of a study, they are usually referring to a credible study while the credibility of a qualitative research depends on the ability and effort of the researcher. Although reliability and validity are treated separately in quantitative studies, these terms are not viewed separately in qualitative research. Terms such as credibility, transferability, dependability, and confirmability are seen as inherent in qualitative research.

Validity means evaluating, in this case it is checking the validity of data collected in qualitative research. The idea of validity in qualitative research refers to credibility and transferability. The concept of credibility essentially replaces internal validity in non-qualitative research. This criterium serves to: carry out in depth inquiries so that it has a high degree of confidence meaning that the level of discovery can be achieved, and demonstrate the degree of confidence in the findings with reliable evidence. While the concept of transferability is different from external validity in non-qualitative research.

The concept of transferability is a generalization of a finding to be treated in the same context. Transferability as an empirical issue depends on the similarity between the context of sender and receiver. To perform transferability, a researcher should seek out and collect empirical events about the same context as accountable for reliable data collection. Therefore, researchers collect data by making observations at the school where the study is conducted by collecting various types of data ranging from student assignment scores, student habits and preferences in this case the material delivered, and limits or limits of students' ability to listen to authentic recording.

Reliability is a concept used for testing or evaluating quantitative research, and it is most commonly used in any type of research. If we look at the idea of testing or evaluation as a way of obtaining elicitation information, then the most important of any qualitative study is to evaluate its quality. A good qualitative study can help us understand a confusing situation. The difference in objectives of evaluating or testing the quality of quantitative and quantitative research is one of the reasons that the concept of reliability is irrelevant in qualitative research.

Testing validity and reliability in qualitative research can be done by triangulation, where in this study, researchers use triangulation of data sources. Triangulation of data sources is to explore the truth of certain information through various methods and sources of data acquisition. For

example, in addition to interviews and observations, researchers can use participant observations, written documents, archive, historical documents, official records, personal notes or writings and pictures or photographs. Of course, each of these methods will produce different evidence or data, which will then provide different insights about the phenomenon under study. These various views will give birth to a breadth of knowledge to obtain reliable truth.

## **CHAPTER IV**

### **RESULTS OF RESEARCH AND DISCUSSION**

#### **A. Description of Research Results**

1. Profile of SMK Citra Angkasa Bandar Lampung
  - a. The Historical Background of SMK Citra Angkasa Bandar Lampung

SMK Citra Angkasa Bandar Lampung or better known as SMK CAS is a professional school that educates and prepares professional and reliable personnel in their fields. SMK CAS (Citra Angkasa School) is a professional school that educates and prepares professional and reliable personnel in the field of aviation, especially as prospective flight attendants, ground staff, flight operation officers and AVSEC who are qualified, have character and are highly dedicated.

SMK Citra Angkasa Bandar Lampung was established in 2012 under the auspices of Citra Angkasa Tercipta Foundation (CAT) led by Mrs. Sinta Desia. The beginning of the establishment of the Citra Angkasa Bandar Lampung Vocational High School, began with the establishment of the Citra Angkasa Tercipta (CAT) Flight Training Institute in 2006. Due to the large public interest and demand to work in the aviation world, the foundation opened

the SMK Citra Angkasa Bandar Lampung to help graduates of Vocational High School in Lampung work in the aviation world.

SMK Citra Angkasa Bandar Lampung has a Department of Office Governance Automation with a special local content of educating its students to work in the aviation world and currently SMK Citra Angkasa Bandar Lampung is accredited B. Since the establishment of SMK Citra Angkasa Bandar Lampung from 2012 until now it has experienced 4 principal changes, that is:

- 1) From 2012 to 2014 was Mr. Heri, S.Pd.
- 2) From 2014 to 2016 Mr. Nanang Sumarlin, S.I.P.
- 3) From 2016 to 2018 Mr. Zulkifli, S.P.
- 4) In 2018 until 2020 Mr. Andre, S.E., M.M.
- 5) In 2020 until now Mr. Edi Yansah, S.Pd.

Until now, SMK Citra Angkasa Bandar Lampung has had a 3-floor building with sports field facilities, parking lots, school canteens, laboratories, libraries, prayer rooms, and others, with a total of 12 classrooms. SMK CAS (Citra Angkasa School) is located at Jl.Perwira No.21, Rajabasa District, Bandar Lampung City, Lampung Province, Zip Code 35141.

b. Vision & Mission

1) Vision

To become a leading Vocational High School that produces graduates who are devoted to God Almighty, educated, skilled, professional, able to compete as a global workforce and entrepreneurial.

2) Mission

a) Developing school culture to empower students to become people with noble character, character, creative and competitive.

b) Improve the competence of students to enter the world of work, both at national and international levels based on imtaq and science and technology.

c) Improve the quality of competence of educators and professional education staff.

d) Instilling discipline, social sensitivity, the spirit of nationalism and patriotism to all school residents.

e) Improve educational facilities and infrastructure to support an optimal learning process.

f) Preparing a middle-level workforce that is professional and able to compete in meeting the needs of the business world and industry.



c. Facilities and Infrastructure

There are facilities at SMK Citra Angkasa Bandar Lampung in supporting teacher and students in conducting the learning process, namely: Computer laboratory, mosque, foodcourt, representative classroom, library, administration room, flight safety practicum equipment, CCTV, Wi-Fi, air conditioning, X-ray machine, HHMD, WTMD. It can be shown in the table below:

**Table 1.3**  
**Facilities at SMK Citra Angkasa Bandar Lampung**

No	Facilities	Total
1	land and buildings	1000 m <sup>2</sup>
2	Representative classrooms	12
3	Library	1
4	Administration room	1
5	Computer lab	1
6	Pray Room	1
7	School Health Unit	1
8	WI-Fi	3
9	Air conditioning	16 unit
10	CCTV	20 unit
11	X-Ray Machine	1 unit
12	WTMD Machine	1 unit
13	HHMD Machine	4 unit
14	Chair of Plane	4 unit

**d. Name of Teacher and staff of SMK Citra Angkasa**

Based on the data in academic year 2022/2023.

**Table 1.4****Name of Teacher at SMK Citra Angkasa**

<b>No</b>	<b>Name</b>
1	Sigit Fajar Pamungkas, S.H
2	Dedi Ruswansyah, S.S., Gr
3	M. Joko Priono, S.Kom
4	Irma Lestari, S.TP
6	Nila Riana, S. P
7	Yunia Setia Putri, S. AP
8	Fitri Rahmadini, S.Pd
9	Agil Clara Ayu N, S.Pd
10	M. Haulal Fikri, SE
11	Dede Choiriah, S.H
12	Santi Yulia Sari H, SE
13	Maria, S.Pd
14	Arinda Rifani, S. T

e. **Students at SMK Citra Angkasa Bandar Lampung**

The total of the students in SMK Citra Angkasa Bandar Lampung is 75 students in academic year 2022/2023.

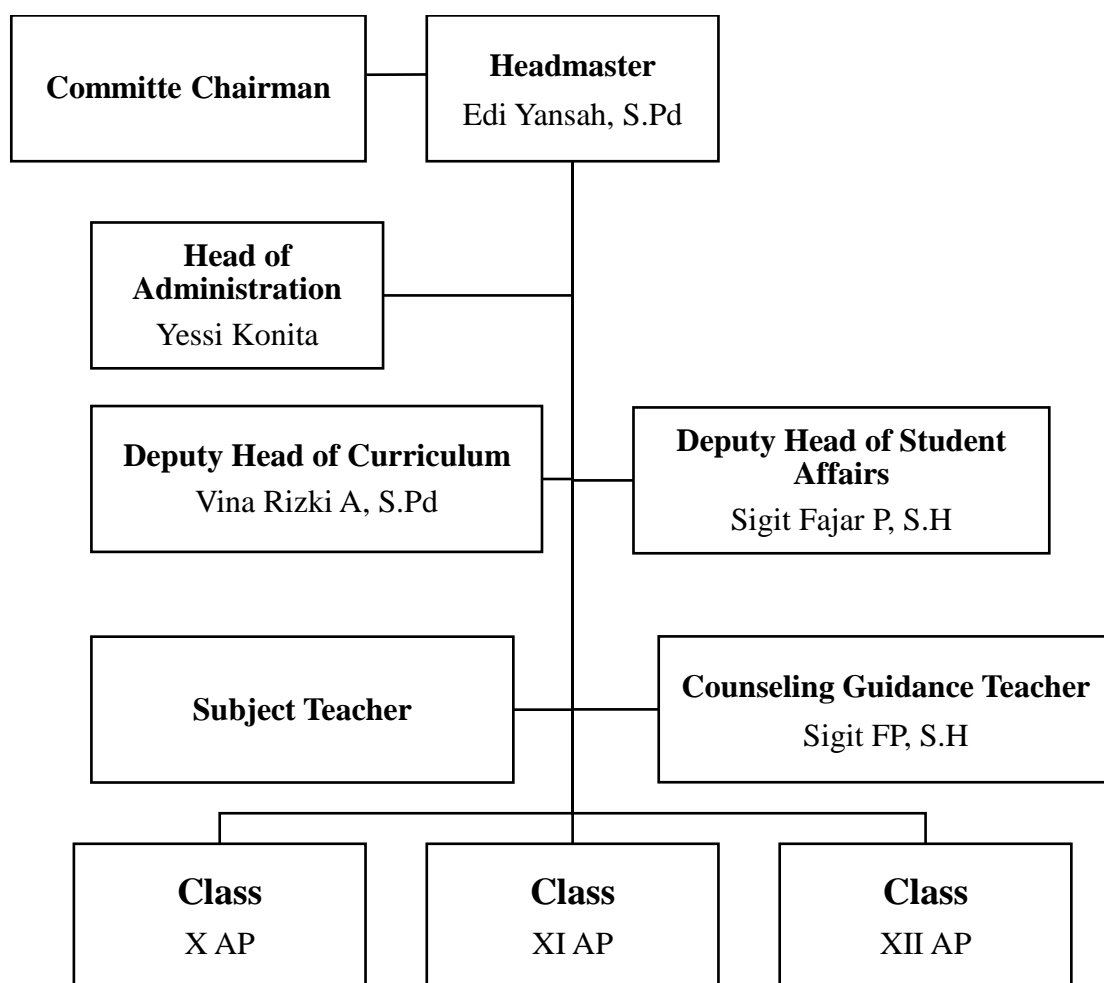
**Table 1.5**  
**Total of Students**

<b>No</b>	<b>Class</b>	<b>Total</b>
1	X AP	21
2	XI AP	18
3	XII AP	36
<b>Total of the students</b>		<b>75 Students</b>

f. **Organization Structure of SMK Citra Angkasa**

The organization structure of SMK Citra Angkasa Bandar Lampung in academic year 2022/2023 as follows:

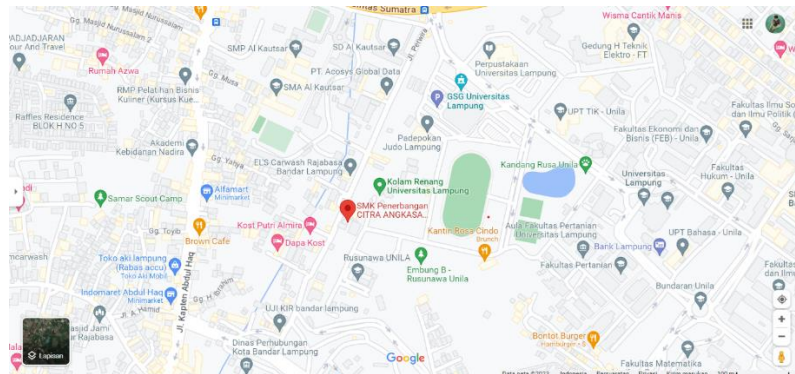
**Figure 3.2**  
**Organization Structure of SMK Citra Angkasa**



## g. Location of SMK Citra Angkasa Bandar Lampung

Figure 3.3

### Location of SMK Citra Angkasa



## 2. Description of Research Result

In this qualitative research, researcher conducted a type of case study research by examining students' difficulties in using authentic recording in listening skills, causes, and solutions to overcome students' difficulties in listening to authentic recording in listening skills.

### a. The student's difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa Bandar Lampung

In analyzing the difficulties of students listening to authentic recording, researcher analyzed the theory of H. Douglas Brown about aspects of listening comprehension which includes comprehending of surface structure elements such as phonemes, words, intonation or grammatical category, determining meaning of auditory input, developing the gist a global or comprehensive understanding.

**Table 1.6**  
**Table of Analysis of Students' Difficulties in Listening to**  
**Authentic Recording**

No	Name Of Students	Indicator Result			Student's grade
		1	2	3	
1	Ilham Saputra	15	15	30	60
2	Novita Dewi	12	11	15	38
3	Elsya Putri	15	5	15	35
4	Elva Andriyani Lestari	6	8	10	24
5	Ferani Citra	18	11	5	34
6	Ani	14	14	5	33
7	Dea Ayu Nur Aisyah	33	28	5	66
8	Tama	26	24	5	55
9	Nana Sintia	38	30	2	70
10	Irma Yunita	38	30	3	71
11	Rezty Agnes	38	30	2	70
12	Hedwih Igis Abel Revalin	40	30	10	80
13	Risa Amelia Putri	17	15	5	37
14	Kusuma	13	11	5	29
15	Novi winda Sari	28	21	3	52
16	Jessica Apri Zefanya	38	24	2	64
17	Dian Ayu Lestari	38	30	3	71
18	Iren Juliana	8	24	2	34
19	Hanin Triyani	27	27	1	55
20	Dessinta Nurria Sofiani	9	22	2	33
21	Aniida Elsabet Kaban	38	30	2	70
Total of indicator results		509	440	132	1031
Average of students' grade		24	21	6	49
The ideal point		40	30	30	100
The students' difficulties		16	9	24	49
The percentage		32%	18 %	50%	100%

Note:

- Indicator 1 = The students are able to comprehend the surface structure element. (From task given by the English teacher).
- Indicator 2 = The students are able to determine meaning of auditory input. (From task given by the English teacher).
- Indicator 3 = The students are able to developing the gist. (From task given by the English teacher).
- Total indicator results = Obtained from total of indicator results.
- Average students' grade = Obtained from  $\frac{\text{Total of indicator result}}{\text{Total of students}}$
- The ideal point = Obtained from the ideal point (From task given by the English teacher).
- The students' difficulties = The ideal point – Average of student's grade
- The percentage =  $\frac{\text{The students difficulties}}{\text{Students grade difficulties}} \times 100$

Based on the results of data analysis, it is known that students have difficulties in the process of listening to authentic recording, especially in the form of understanding the elements of surface structure, determining meaning of auditory input, and developing the gist, a global or comprehensive understanding contained in authentic recording listened to by students. These difficulties are shown in the following table below:

**Table 1.7**  
**Table of Student's Difficulties**

Data	Student's Initial	Aspect of Listening		
		Surface Structure Elements	Determining Meaning of Auditory Input	Developing The Gist
1	NVD	✓		
2	TM	✓		
3	IRJ	✓		
4	ISA	✓		
5	HTI	✓		
6	EAL		✓	
7	DANA		✓	
8	DNS		✓	
9	KSA		✓	
10	AEK		✓	
11	ELP		✓	
12	NWS			✓
13	IYA			✓
14	RAS			✓
15	NSA			✓
16	RAP			✓
17	JAZ			✓
18	HIAR			✓
19	DAL			✓
20	ANI			✓
21	FIC			✓



From the table above, it was found that students' difficulties in using authentic recording in listening skills based on the three aspects above were dominated by the aspect of developing the gist where students were unable to infer from authentic itself. This is due to students' limited vocabulary mastery which makes it difficult to understand authentic recording.

Based on the presentation of the data above, it can be concluded that students still have difficulty in capturing words on authentic recording that is played. It can be seen from the student answer data that many students are still wrong in terms of writing the right English words based on authentic recording listened. The presentation of the data above related to the aspect of Determining the meaning of auditory input, it can be seen that there are still many students who have not mastered English vocabulary. This can be seen from the students' answers that are not right in terms of interpreting English into Indonesian. The presentation of the data above in the aspect of developing the gist, there are still many students who do not understand will conclude the content or meaning of authentic recording in this case in the form of songs. This can be seen from the results of students' answers that seem confused.

**b. The causes of students' difficulties in using authentic recording in listening skill of the tenth grade on SMK Citra Angkasa Bandar Lampung**

In conducting research to find out the causes of students' difficulties in listening to authentic recording on listening skills, researchers conducted interviews with 15 students to find out the reasons

or causes why students have difficulty in using authentic recording in listening skills by asking students 7 questions which the interview results are explained in the table below:

**Table 1.8**  
**The Result of Interview**

<b>No</b>	<b>Questions</b>	<b>Student's Dominan Answer</b>
1	What are the obstacles you experience in the process of learning English, especially those related to listening skills?	The conclusion of students' answers related to the obstacles experienced is the limited mastery of student vocabulary which causes students to be unable to understand authentic recording, especially in this case it is a song given by the teacher.
2	What are the difficulties you experience in listening to authentic recording sound sources, in this case songs sung by native speakers?	The difficulty of students lies in the fast pronunciation of the song sung by the native speaker so that students do not understand what words are spoken by the native speaker.
3	Do you experience problems in understanding the meaning of the words contained in English songs?	Of course, we have difficulty understanding the meaning of the words contained in the song, especially if the vocabulary used is unfamiliar vocabulary or that has never been heard by students before.
4	Is the accent of the English song you are listening to causing difficulty in understanding it?	Yes, because different accents have different mentions that make it difficult for students to understand them
5	How big is the influence of cultural differences on the difficulty of understanding English songs?	Cultural differences are certainly influential because different cultures are related to accent differences so the difficulty is certainly in pronunciation problems.
6	Does the length and speed of the song cause listening difficulties?	It makes it very difficult because the faster the song played, the more difficult it will be and the longer the duration of the song also makes you bored quickly.
7	How much influence does the quality of the recorded song have on your listening comprehension?	Very influential because good quality is also related to clear and easy to understand pronunciation.

Based on the results of interviews with 15 students above, it shows that the cause of students' difficulties in using authentic recording in listening skills is that broadly speaking, conclusions can be drawn, namely that it is constrained by the lack or limited mastery of vocabulary owned by students so that students have difficulty in understanding authentic recording, in this case it is a song given by the teacher. Then there are other aspects that affect or cause student difficulties are the selection of songs that are not adjusted to student preferences, the duration of the song and also the speed of the song played which makes students difficult. Another aspect is the accent that has never been heard by students before and also the influence of cultural differences that add to the difficulty of students in understanding the use of authentic recording in listening skills given by the teacher, in this case English songs.

**c. Solution to solve the students' difficulties in using authentic recording in listening skill**

In collecting data related to solutions to deal with students' difficulties using authentic recording in listening skills, the researcher conducted interviews with English teachers using theories from John Field and Ekrem Solak which stated that there are 4 solutions that include the selection of authentic recording listening tasks must also be considered and selected based on student ability, teacher talks must be interactive in such a way that students can Asking questions and getting answers, which facilitate and support students' speech, listening materials should be based on a variety of authentic texts, including monologues and dialogues and students should also be required to not only accept the material

given by the teacher, but students should also independently exploit their individual abilities by working on technological developments to improve abilities, especially the ability to listen to authentic recordings. Students can use social media such as Youtube, Podcasts, Blogs and so on.

The first solution is to choose the material or assignment that will be given to students must be adjusted to the abilities of the students themselves, starting from mastering vocabulary and others.

Then for the second solution, namely the role of the teacher which is very important not only as a teacher but as a friend, motivator and also a guide who directs students in teaching and learning activities to be more conducive and directed.

The third solution based on the results of the interview with English teacher, it can be concluded that the use of authentic recording material is very much, not only using songs, but also can use monologue recordings or dialogues such as recording someone's conversation to make students become accustomed to listening to conversations between native speakers so as to increase the ability of the students themselves.

The last solution, namely the existence of independent or individual assignments given by the teacher to students or the willingness of the students themselves to learn English using authentic recording is very important and of course also adjusted to student preferences. Such as favorite songs, favorite movies and also other activities related to listening skills.

## **B. Discussion**

The main purpose of this study was to determine the problem of students' difficulties in using authentic recording in students' listening abilities. To find out why students experience difficulties and also how to appropriate solutions to overcome students' difficulties in the use of authentic recording in listening skills. To answer the first question, which is a question about why students have difficulties, namely after analyzing the results of interviews with students, researchers found several problems or causes of students having difficulty in using authentic recording in listening skills, including due to lack of mastery of vocabulary owned by students so that the vocabulary understood is very limited so that students have difficulty in understanding recordings. The authenticity given, then cultural differences that are quite influential in terms of habits and accents also play an important role in making students experience difficulties because the accent is so thick that it makes the recording or sound of the native seem less clear and very difficult to understand, and also of course the duration and speed of the authentic recording that rotates makes it difficult for students to understand.

Then to answer the second question, why students have difficulty in using authentic recording in listening skills. After analyzing the results of interviews with students, researchers found the answer to the problem because it is not a mother tongue, so students must repeatedly understand the content or intent of the authentic itself. Moreover, when students listen

to native speakers speak, students experience confusion because it does not match the tongue or sound they are listening to.

Finally, is to answer the question of how to solve students' difficulties in the use of authentic recording on listening skills. After analyzing the results of interviews with students, researchers found a solution to the above problem, namely by selecting material tailored to students' abilities so that students do not experience too many difficulties, then the role of the teacher is improved not only as a teacher but also as a friend, motivator and guide and there is two-way communication between students and teachers, namely if the teacher provides information students are able to understand it and ask questions related to The material delivered by the teacher, then also the importance of providing varied material such as dialogue recordings and also conversation monologues between native speakers so as to increase the experience of students in listening to authentic recordings and the last is by giving individual or independent assignments to students such as by playing favorite English songs, favorite English movies and also listening to vlogs and podcasts from native speakers that provide more experience to students about authentic recordings.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of research after conducting research at SMK Citra Angkasa Bandar Lampung, there are several conclusions that can be concluded. Conducting this study allowed researchers to conclude that several factors cause students to have difficulty in using authentic recording in listening skills. The first factor is limited mastery of student vocabulary, cultural differences, accents and also length and speed. Then the factor why students have difficulty in using authentic recording in listening skills is because it is not the mother tongue so that students will experience confusion because it is not the sound, they usually listen to. Then the solution to the above problem is by selecting authentic material or recordings that are tailored to the abilities of students, the role of teachers is very important in the process of learning English, especially listening lessons, providing varied material such as dialogues or conversations between native speakers and the last is individual tasks carried out outside school hours related to listening skills.

#### **B. Suggestion**

Based on the results of the study, researcher want to convey the following suggestions:

### **1. For The Teacher**

Based on research that researchers have conducted at SMK Citra Angkasa Bandar Lampung, the role of teachers is very important as friends, motivators and also guides so that students become more focused in the learning process, especially English language learning so it is very important to improve even though it is now very good starting from the learning methods carried out and also the provision of material that is adjusted to the abilities of students.

### **2. For The Students**

Motivate yourself to be more enthusiastic about learning English and also do not forget the mastery of added English vocabulary and the desire of oneself to add a deeper understanding of English because now it seems that students still lack motivation to learn English.

### **3. For The School**

For schools, it should provide more additional hours to learn English outside of learning hours which is shown by the existence of some kind of English Club organization or others so as to make students become accustomed to the use of English itself in the school environment.



### **C. Recommendation**

Based on the conclusions of the study, the researcher wants to convey several recommendations. The suggestions in question are as follows:

The use of audio media in listening learning, students will be maximized if the teacher optimizes the available learning time. It is expected that class teachers will more often modify and vary the way of teaching and the media used when teaching, in order to improve listening learning. And it is expected that students will improve individual abilities by enriching vocabulary in English so that later when English lessons in this case listening lessons begin, students will be easier to understand each material and also the tasks given by the English teacher.

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# **APPENDICES**

## 1. SILABUS MATA PELAJARAN: BAHASA INGGRIS

Satuan Pendidikan : SMK CITRA ANGKASA

Kelas : X (Sepuluh)

Kompetensi Inti :

- ❖ **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- ❖ **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- ❖ **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive).	<ul style="list-style-type: none"> <li>❖ Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru.</li> <li>❖ Struktur Text <ul style="list-style-type: none"> <li>✓ Memulai</li> <li>✓ Menanggapi (Diharapkan/diluar dugaan).</li> </ul> </li> <li>❖ Unsur Kebahasaan <ul style="list-style-type: none"> <li>✓ Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya;</li> <li>✓ Verb: be, have, go, work, live (dalam simple present tense).</li> <li>✓ Subjek Pronoun: I, You, We, They, He, She, It.</li> <li>✓ Kata ganti possessive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar</li> <li>❖ Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada</li> <li>❖ Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>❖ Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.</li> </ul>
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan		

sesuai konteks	<p>my, your, his, dsb.</p> <ul style="list-style-type: none"> <li>✓ Kata tanya Who? Which? How? Dst.</li> <li>✓ Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p>❖ Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI.</p>	<ul style="list-style-type: none"> <li>❖ Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>❖ Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>❖ Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</li> <li>❖ Struktur Text <ul style="list-style-type: none"> <li>✓ Memulai</li> <li>✓ Menanggapi (Diharapkan/diluar dugaan).</li> </ul> </li> <li>❖ Unsur Kebahasaan <ul style="list-style-type: none"> <li>✓ Ungkapan memberikan ucapan selamat dan memuji bersayap (extended) dan menanggapi.</li> <li>✓ Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>✓ Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> </li> <li>❖ Topik Interaksi antara guru dan peserta didik di dalam dan diluar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekan dengan ucapan dan tekanan kata yang benar.</li> <li>❖ Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, mengidentifikasi persamaan dan perbedaannya.</li> <li>❖ Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</li> <li>❖ Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan diluar kelas.</li> <li>❖ Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>❖ Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan</li> </ul>	<ul style="list-style-type: none"> <li>❖ Menyimak guru membacakan legenda, sambil dilibatkan dalam</li> </ul>
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	<ul style="list-style-type: none"> <li>❖ Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan</li> </ul>	<ul style="list-style-type: none"> <li>❖ Menyimak guru membacakan legenda, sambil dilibatkan dalam</li> </ul>

<p>naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<p>nilai-nilai luhur, mengambil teladan.</p> <ul style="list-style-type: none"> <li>❖ Struktur Text           <p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>✓ Orientasi</li> <li>✓ Komplikasi</li> <li>✓ Resolusi</li> <li>✓ Orientasi ulang</li> </ul> </li> <li>❖ Unsur Kebahasaan           <ul style="list-style-type: none"> <li>✓ Kalimat-kalimat dalam <i>simple past tense, past continuous</i> dan lainnya yang relevan.</li> <li>✓ Kosakata terkait karakter, watak dan setting dalam legenda.</li> <li>✓ Adverbial penghubung dan penunjuk waktu.</li> <li>✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.</li> </ul> </li> <li>❖ Topik           <p>Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI.</p> </li> </ul>	<p>tanya jawab tentang isinya.</p> <ul style="list-style-type: none"> <li>❖ Didektekan guru menuliskan legenda tersebut dalam buku catatan masing-masing sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada.</li> <li>❖ Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar dengan saling mengoreksi.</li> <li>❖ Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>		
<p>3.4 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> <li>❖ Fungsi Sosial           <p>Mengembangkan nilai-nilai kehidupan dan karakter yang positif.</p> </li> <li>❖ Unsur Kebahasaan           <ul style="list-style-type: none"> <li>✓ Kosakata dan tata Bahasa dalam lirik lagu.</li> <li>✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.</li> </ul> </li> <li>❖ Topik           <p>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.</p> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Membaca, menyimak dan menirukan lirik lagu secara lisan.</li> <li>❖ Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>❖ Mengambil teladan dari pesan-pesan dalam lagu.</li> <li>❖ Menyebutkan pesan yang terkait dengan bagian-bagian tertentu.</li> <li>❖ Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>
<p>4.4 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>		


Bandar Lampung, 12 Mei 2023

Mengetahui,  
Kepala SMK Citra Angkasa



**Edi Yansah, S.Pd**

Guru Mata Pelajaran



**Dedi Ruswansyah, S.S., Gr**  
NUPTK. 2949759661130122

## 2. Blueprint of Documentation

**Purpose:** Blueprint of documentation is used to collect data related to complementary data on the research location, namely at SMK Citra Angkasa.

NO	Aspect of Documentation
1	History of the Establishment of SMK Citra Angkasa
2	Vision and Mission of SMK Citra Angkasa
3	Organizational Structure of SMK Citra Angkasa
4	Facilities and Infrastructure of SMK Citra Angkasa
5	Number of Students of SMK Citra Angkasa

## 3. Documentation Sheet

**Purpose:** Documentation sheet is used as a direction to collect complete data about the identity of the SMK Citra Angkasa.

NO	Aspect of Documentation	Available	Unavailable
1	History of the Establishment of SMK Citra Angkasa	✓	
2	Vision and Mission of SMK Citra Angkasa	✓	
3	Organizational Structure of SMK Citra Angkasa	✓	
4	Facilities and Infrastructure of SMK Citra Angkasa	✓	
5	Number of Students of SMK Citra Angkasa	✓	

## 4. Interview Sheet

### The Questions Interview for Students

NO	Questions for Students	The Answers
1	What are the obstacles you experience in the process of learning English, especially those related to listening skills?	
2	What are the difficulties you experience in listening to authentic recording sound sources, in this case songs sung by native speakers?	
3	Do you experience problems in understanding the meaning of the words contained in English songs?	
4	Is the accent of the English song you are listening to	



	causing difficulty in understanding it?	
5	How big is the influence of cultural differences on the difficulty of understanding English songs?	
6	Does the length and speed of the song cause listening difficulties?	
7	How much influence does the quality of the recorded song have on your listening comprehension?	

### The Student's Answer

No	Questions	Student's Dominan Answer
1	What are the obstacles you experience in the process of learning English, especially those related to listening skills?	The conclusion of students' answers related to the obstacles experienced is the limited mastery of student vocabulary which causes students to be unable to understand authentic recording, especially in this case it is a song given by the teacher.
2	What are the difficulties you experience in listening to authentic recording sound sources, in this case songs sung by native speakers?	The difficulty of students lies in the fast pronunciation of the song sung by the native speaker so that students do not understand what words are spoken by the native speaker.
3	Do you experience problems in understanding the meaning of the words contained in English songs?	Of course, we have difficulty understanding the meaning of the words contained in the song, especially if the vocabulary used is unfamiliar vocabulary or that has never been heard by students before.
4	Is the accent of the English song you are listening to causing difficulty in understanding it?	Yes, because different accents have different mentions that make it difficult for students to understand them
5	How big is the influence of cultural differences on the difficulty of understanding English songs?	Cultural differences are certainly influential because different cultures are related to accent differences so the difficulty is certainly in pronunciation

		problems.
6	Does the length and speed of the song cause listening difficulties?	It makes it very difficult because the faster the song played, the more difficult it will be and the longer the duration of the song also makes you bored quickly.
7	How much influence does the quality of the recorded song have on your listening comprehension?	Very influential because good quality is also related to clear and easy to understand pronunciation.

### The Questions Interview for Teacher

NO	Questions for Teacher	The Answers
1	What are the students' obstacles in learning English, especially related to listening skills?	
2	What are the students' obstacles in listening to authentic recordings, especially in songs sung by native speakers?	
3	What is the selection of authentic songs or recordings is adjusted to the ability of students?	
4	Do students experience problems in listening to authentic recordings related to unfamiliar vocabulary?	
5	Do students experience problems understanding accent native speakers in authentic recording?	
6	Do the selection of material, especially to improve students' listening skills, also use authentic recording material, such as monologue and dialogue practices?	
7	Do the cultural differences between native speakers and Indonesia affect students' difficulties?	
8	Does the length or duration and speed of authentic recording, in this case the song affect students' difficulties?	
9	Does the quality of the recording affect students' difficulties in listening to authentic recordings?	
10	What are the solutions in dealing with students' difficulties in the listening process by using	

	authentic recording?	
11	Does the role of teaching listening affect the effectiveness of using authentic recording?	
12	What are the students' independent activities in the listening process that can help students understand the use of authentic recording?	

### The Teacher Answer

NO	Questions for Teacher	The Answers
1	What are the students' obstacles in learning English, especially related to listening skills?	Students have difficulty because it is not their mother tongue so students experience confusion because it is not listening that does not match their tongue that they usually listen to.
2	What are the students' obstacles in listening to authentic recordings, especially in songs sung by native speakers?	Because it is not the student's original language so students have to repeat first until they understand, the second is vocabulary. Because students' vocabulary is limited and they don't understand, sometimes what they listen to and what they interpret are different.
3	What is the selection of authentic songs or recordings is adjusted to the ability of students?	Yes, to train students' abilities, then return to the students to determine their favorite songs so that students understand them and are also adjusted to the current theme.
4	Do students experience problems in listening to authentic recordings related to unfamiliar vocabulary?	Of course, unfamiliar vocabulary makes students have difficulty because it is not a word or pronunciation they usually listen to.
5	Do students experience problems understanding accent native speakers in authentic recording?	Of course, because it is not the mother tongue, the accent greatly affects the difficulty of students listening to authentic recordings.
6	Do the selection of material, especially to improve students'	To practice listening skills, students are sure that for individual

	listening skills, also use authentic recording material, such as monologue and dialogue practices?	assignments at home, they must listen not only to songs, but also English movies or podcasts in the form of conversations, dialogues and monologues.
7	Do the cultural differences between native speakers and Indonesia affect students' difficulties?	It definitely affects but for the beginning it is important that students listen to the vocabulary first, if the understanding of the content of the song related to the culture will be if they already understand the vocabulary and content of the song.
8	Does the length or duration and speed of authentic recording, in this case the song affect students' difficulties?	Of course, in tenth grade, I usually look for songs that are slow and indeed the lyrics are not too many so that students don't have too much difficulty. What is certain is that at the beginning to find out the ability of our students to give songs that are rather difficult, medium and easy.
9	Does the quality of the recording affect students' difficulties in listening to authentic recordings?	Yes, it is very influential because if the quality is good, the sound produced and listened to by students will be clearer so that it provides a little convenience to students.
10	What are the solutions in dealing with students' difficulties in the listening process by using authentic recording?	We return to the students what kind of song they like, they find their own song then don't find it difficult, just short lyrics then determine the current theme.
11	Does the role of teaching listening affect the effectiveness of using authentic recording?	It must affect because the teacher here guides, motivates the students. If they are not guided and motivated, they will definitely be lazy.
12	What are the students' independent activities in the listening process that can help students understand the use of authentic recording?	The easiest is with their favorite songs to listen to, English movies so that in addition to watching they also listen to native speakers speaking, then English podcasts or English vlogs.

## 5. Listening Rubrics

**Purpose:** Rubrics listening is used for direction in evaluating students' listening skills.

No	Assesment Objective	Indicator
1	Comprehending of surface structure elements such as phonemes, words, intonation or grammatical category	The listener is able to comprehend the surface structure element such as phonemes, words, intonation or grammatical category
2	Determining meaning of auditory input	The listener is able to determine meaning of auditory input
3	Developing the gist, a global or comprehensive understanding	The listener is able to developing the gist, a global or comprehensive understanding

## 6. The Student's Difficulties in Using Authentic Recording in Listening Skill of The Tenth Grade on SMK Citra Angkasa Bandar Lampung

In analyzing the difficulties of students listening to authentic recording, researcher analyzed the theory of H.Douglas Brown about aspects of listening comprehension which includes comprehending of surface structure elements such as phonemes, words, intonation or grammatical category, determining meaning of auditory input, developing the gist a global or comprehensive understanding.

Based on the results of data analysis, it is known that students have difficulties in the process of listening to authentic recording, especially in the form of understanding the elements of surface structure contained in authentic recording listened to by students. These difficulties are shown in the following explanation:

## 1) Comprehending surface structure elements

The difficulty of students in understanding authentic recording in listening skills, in terms of comprehending of surface structure elements is 32% because from the results of the study, it was found that the difficulty of students in understanding surface structures is 16 errors. These difficulties include:

### a) Data 1

Students' difficulty in understanding authentic recording in listening skills, which is shown in the surface structure comprehension indicator in students' answers with the following NVD initials:

#### **End Clouse me eyes**

The research data shows students' difficulties in understanding the surface structure elements contained in authentic recording, because students are not able to understand the exact words that should be contained in authentic recording. The proper surface structure elements contained in the authentic recording should be **I close my eyes**.

### b) Data 2

Students' difficulty in understanding authentic recording in listening skills, which is shown in the surface structure understanding indicator in the following TM initialed student answers:

#### **The Ken Si**

The research data shows students' difficulties in understanding the surface structure elements contained in authentic recording, because

students are not able to understand the exact words that should be contained in authentic recording. The exact surface structure elements contained in the authentic recording should be **They can say.**

c) Data 3

Students' difficulty in understanding authentic recording in listening skills, which is shown in the surface structure understanding indicator in the following IRJ initialed student answers:

**Ay Don Care, So Colme Crezy**

The research data shows students' difficulties in understanding the surface structure elements contained in authentic recording, because students are not able to understand the exact words that should be contained in authentic recording. The proper surface structure elements contained in the authentic recording should be **I Don't Care, So Call Me Crazy.**

d) Data 4

Students' difficulty in understanding authentic recording in listening skills, which is shown in the surface structure understanding indicator in the following ISA initialed student answers:

**My I Drink**

The research data shows students' difficulties in understanding the surface structure elements contained in authentic recording, because students are not able to understand the exact words that should be

contained in authentic recording. The exact surface structure elements contained in the authentic recording should be **A Million Dreams**.

e) Data 5

Students' difficulty in understanding authentic recording in listening skills, which is shown in the surface structure understanding indicator in the following answers of students with the initials HTI:

**Let My Be A part of It All**

The research data shows students' difficulties in understanding the surface structure elements contained in authentic recording, because students are not able to understand the exact words that should be contained in authentic recording. The exact surface structure elements contained in the authentic recording should be **Let Me Be Part of it All**.

Based on the presentation of the data above, it can be concluded that students still have difficulty in capturing words on authentic recording that is played. It can be seen from the student answer data that many students are still wrong in terms of writing the right English words based on authentic recording listened.

**2) Determining meaning of auditory input**

The difficulty of students in understanding authentic recording in listening skills, in terms of determining the meaning of auditory input is 18% because from the results of the study, it was found that the difficulty of students in determining the meaning of auditory input is 9 errors. These difficulties include:



## a) Data 1

Students' difficulty in understanding authentic recording in listening skills, which is shown in the indicator of understanding determining the meaning of auditory input in students' answers with the following EAL initials:

**Saya Tutup Hati**

The research data shows students' difficulties in determining the meaning of auditory input contained in authentic recording, because these students are unable to understand the exact meaning of words that should be the meaning of words contained in authentic recording. It should determine the meaning of auditory input that is precisely contained in the authentic recording is **Aku Menutup Matak.**

## b) Data 2

Students' difficulty in understanding authentic recording in listening skills, which is shown in the indicator of understanding determining the meaning of auditory input in the following student answers with the initials DANA:

**Mereka Bisa Melihat**

The research data shows students' difficulties in determining the meaning of auditory input contained in authentic recording, because these students are unable to understand the exact meaning of words that should be the meaning of words contained in

authentic recording. It should determine the meaning of auditory input that is precisely contained in the authentic recording is

**Mereka Bisa Berkata.**

c) Data 3

Students' difficulty in understanding authentic recording in listening skills, which is shown in the indicator of understanding determining the meaning of auditory input in students' answers with the following DNS initials:

**Saya tidak Perduli, Jadi Tenang**

The research data shows students' difficulties in determining the meaning of auditory input contained in authentic recording, because these students are unable to understand the exact meaning of words that should be the meaning of words contained in authentic recording. It should determine the meaning of auditory input that is precisely contained in the authentic recording is **Saya Tidak Perduli, Jadi Panggil Aku Gila.**

d) Data 4

Students' difficulty in understanding authentic recording in listening skills, which is shown in the indicator of understanding determining the meaning of auditory input in students' answers with the initials KSA below:

**Sebuah Mimpi**

The research data shows students' difficulties in determining the meaning of auditory input contained in authentic recording, because these students are unable to understand the exact meaning of words that should be the meaning of words contained in authentic recording. It should determine the meaning of auditory input that is precisely contained in the authentic recording is **Sejuta Mimpi**.

e) Data 5

Students' difficulty in understanding authentic recording in listening skills, which is shown in the indicator of understanding determining the meaning of auditory input in students' answers with the initials AEK below:

**Biarkan Aku Menjadi Bagian Dari Itu Semua**

The research data shows students' difficulties in determining the meaning of auditory input contained in authentic recording, because these students are unable to understand the exact meaning of words that should be the meaning of words contained in authentic recording. It should determine the meaning of auditory input that is contained in the authentic recording is **Biarkan Aku Menjadi Bagian Dari Semua Ini**.

Based on the presentation of the data above related to the aspect of Determining the meaning of auditory input, it can be seen that there are still many students who have not mastered English

vocabulary. This can be seen from the students' answers that are not right in terms of interpreting English into Indonesian.

### 3) **Developing the gist, a global or comprehensive understanding**

The difficulty of students in understanding authentic recording in listening skills, in terms of developing the gist aspect is 50% because from the results of the study, it was found that the difficulty of students in understanding developing the gist is 24 errors. These difficulties include:

#### a) Data 1

Students' difficulty in understanding authentic recording in listening skills, which is shown in the developing the gist comprehension indicator in the following NWS initialed student answers:

**Lagu yang bercerita tentang keresahan hati seseorang wanita akan kehidupan yang begitu-begitu saja**

The research data shows students' difficulties in understanding developing the gist contained in authentic recording, because these students are not able to understand the essence of authentic recording which should be the core contained in authentic recording is **lagu yang bercerita tentang ambisi seseorang yang kuat untuk mengubah dunia, mulai dari mengajarkan tentang kegigihan, kemauan yang tinggi dan sikap pantang menyerah.**

## b) Data 2

Students' difficulty in understanding authentic recording in listening skills, which is shown in the developing the gist comprehension indicator in the following IYA initialed student answers:

**Bercerita tentang sebuah perjuangan**

The research data shows students' difficulties in understanding developing the gist contained in authentic recording, because these students are not able to understand the essence of authentic recording which should be the core contained in authentic recording is **lagu yang bercerita tentang ambisi seseorang yang kuat untuk mengubah dunia, mulai dari mengajarkan tentang kegigihan, kemauan yang tinggi dan sikap pantang menyerah.**

## c) Data 3

Students' difficulty in understanding authentic recording in listening skills, which is shown in the developing the gist comprehension indicator in the following RAS initialed student answers:

**Lagu ini menceritakan tentang kisah seorang wanita**

The research data shows students' difficulties in understanding developing the gist contained in authentic recording, because these students are not able to understand the essence of authentic recording

which should be the core contained in authentic recording is **lagu yang bercerita tentang ambisi seseorang yang kuat untuk mengubah dunia, mulai dari mengajarkan tentang kegigihan, kemauan yang tinggi dan sikap pantang menyerah.**

d) Data 4

Students' difficulty in understanding authentic recording in listening skills, which is shown in the developing the gist comprehension indicator in the following NSA initialed student answers:

**Maknanya adalah sebuah lagu Bahasa Inggris**

The research data shows students' difficulties in understanding developing the gist contained in authentic recording, because these students are not able to understand the essence of authentic recording which should be the core contained in authentic recording is **lagu yang bercerita tentang ambisi seseorang yang kuat untuk mengubah dunia, mulai dari mengajarkan tentang kegigihan, kemauan yang tinggi dan sikap pantang menyerah.**

e.) Data 5

Students' difficulty in understanding authentic recording in listening skills, which is shown in the developing the gist comprehension indicator in students' answers with the following RAP initials:

**Sound ini menjelaskan tentang ketidakpedulian seseorang terhadap orang lain**

The research data shows students' difficulties in understanding developing the gist contained in authentic recording, because these students are not able to understand the essence of authentic recording which should be the core contained in authentic recording is **lagu yang bercerita tentang ambisi seseorang yang kuat untuk mengubah dunia, mulai dari mengajarkan tentang kegigihan, kemauan yang tinggi dan sikap pantang menyerah.**

Based on the results of the presentation of the data above in the aspect of developing the gist, there are still many students who do not understand will conclude the content or meaning of authentic recording in this case in the form of songs. This can be seen from the results of students' answers that seem confused.

## 7. Blueprint of Instrument

**Purpose:** This observation blueprint is structured to serve as a guide for making observations related to the data needed in answering research objectives which include difficulties in hearing authentic recordings, their causes and solutions in overcoming students' difficulties in hearing authentic recordings.

No	Aspect	Sub Aspect	Data Collection Technique	References
1	Students' difficulties in using authentic recording in listening skill	<p><i>I. Difficulties in understanding the content and intent of authentic recordings.</i></p> <p>An authentic recording should only consist of three or four sentences to give the listener limited context so that it can be easily</p>	<p><b>Observation</b></p> <p>Observations on learning English related to the use of authentic recording in listening and observing the results of English assignments related to the use of songs as</p>	<p>❖ John Field, <i>Listening in the language classroom</i> (Cambridge: Cambridge University Press, 2008), 275.</p>

		<p>understood.</p> <p>2. <b>Unfamiliar vocabulary</b> A lot of words have more than one meaning and if they are not used appropriately in their appropriate context's students will get confused.</p> <p>3. <b>Accent</b> Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent help learners' listening comprehension</p>	<p>authentic recording in the English learning process.</p>	<p>❖ Abbas Pourhosein Gilakjani, Narjes Banou Sabouri, <i>Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review</i>, Vol. 9, No. 6 (2016).</p>
2	<p>Causes of the students' difficulties in using authentic recording in listening skill</p>	<p>1. <b>Cultural Differences</b> If the listening task involves completely different cultural materials, then the learners may have critical problems in their comprehension.</p> <p>2. <b>Length and speed</b> It is very difficult for lower-level students to listen more than three minutes long and complete the listening tasks. If the speakers speak too fast, students may have serious problems to understand L2 words.</p> <p>3. <b>Quality of Recorded Materials</b> In some classes, teachers use some recorded materials that do not have high quality, the quality of sound system can impact the comprehending of learners' listening.</p>	<p><b>Interview</b> Interview to 15 students and English Teacher</p>	<p>❖ Abbas Pourhosein Gilakjani, Narjes Banou Sabouri, <i>Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review</i>, Vol. 9, No. 6 (2016).</p>



3	Solution to solve the students' difficulties in using authentic recording in listening skill	<p>8. The selection of the task of listening to authentic recordings must also be considered and selected based on students' abilities.</p> <p>9. Teacher talk should be interactive in a way that students can ask questions and get an answer, which facilitates and supports student talk.</p> <p>10. Listening materials should be based on a wide range of authentic texts, including both monologues and dialogues.</p> <p>11. Students are also required to not only accept the material provided by the teacher, but students must also independently exploit their individual abilities by utilizing technological developments to improve abilities, especially the ability to listen authentic recording. Students can use social media such as Youtube, Podcast, Blogs and so on.</p>	<p style="text-align: center;"><b>Interview</b></p> <p>Interview to English Teacher</p>	<ul style="list-style-type: none"> <li>❖ John Field, <i>Listening in the language classroom</i> (Cambridge: Cambridge University Press, 2008), 284.</li> <li>❖ Ekrem Solak, <i>Teaching Language Skills for Prospective English Teachers</i> (Ankara: Sozkesen Matbaacilik Tic. Ltd. Sti, 2016), 33.</li> <li>❖ Ekrem Solak, <i>Teaching Language Skills for Prospective English Teachers</i> (Ankara: Sozkesen Matbaacilik Tic. Ltd. Sti, 2016), 40.</li> </ul>
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**7. Table of analysis of students' difficulties in listening to authentic recording**

No	Name Of Students	Indicator Result			Students' grade
		1	2	3	
1	Ilham Saputra	15	15	30	60
2	Novita Dewi	12	11	15	38
3	Elsya Putri	15	5	15	35
4	Elva Andriyani Lestari	6	8	10	24
5	Ferani Citra	18	11	5	34
6	Ani	14	14	5	33
7	Dea Ayu Nur Aisyah	33	28	5	66
8	Tama	26	24	5	55
9	Nana Sintia	38	30	2	70
10	Irma Yunita	38	30	3	71
11	Rezty Agnes	38	30	2	70
12	Hedwih Igis Abel Revalin	40	30	10	80
13	Risa Amelia Putri	17	15	5	37
14	Kusuma	13	11	5	29
15	Novi winda Sari	28	21	3	52
16	Jessica Apri Zefanya	38	24	2	64
17	Dian Ayu Lestari	38	30	3	71
18	Iren Juliana	8	24	2	34
19	Hanin Triyani	27	27	1	55
20	Dessinta Nurria Sofiani	9	22	2	33
21	Aniida Elsabet Kaban	38	30	2	70
Total of indicator results		509	440	132	1031
Average of students' grade		24	21	6	49
The ideal point		40	30	30	100
The students' difficulties		16	9	24	49
The percentage		32%	18 %	50%	100%

## 8. The Documentation of Research at The X Class SMK Citra Angkasa Bandar Lampung

The researcher interviewed the teacher



Teacher gives instruction to students



The researcher interviews the students



8/4/22, 9:23 PM

IZIN PRASURVEY



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3747/n.28/J/TL.01/08/2022  
 Lampiran : -  
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
**KEPALA SMK CITRA ANGKASA**  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **JOKO SUSILO**  
 NPM : **1901052019**  
 Semester : **7 (Tujuh)**  
 Jurusan : **Tadris Bahasa Inggris**  
 Judul : **AN ANALYSIS OF STUDENTS DIFFICULTIES IN USING  
 AUTHENTIC RECORDING IN LISTENING SKILL OF  
 THE TENTH GRADE ON VOCATIONAL HIGH SCHOOL  
 OF CITRA ANGKASA**

untuk melakukan prasurvey di SMK CITRA ANGKASA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 04 Agustus 2022  
 Ketua Jurusan,



**Andianto MLPd**  
 NIP 19871102 201503 1 004





**YAYASAN CITRA ANGKASA TERCIPTA  
SEKOLAH MENENGAH KEJURUAN  
CITRA ANGKASA SCHOOL (CAS)  
BANDAR LAMPUNG**

Alamat : Jalan Perwira No. 21 Rajabasa- Kota Bandar Lampung Telepon : (0721) 708889, Kodepos : 35144

Nomor : 179/Ijin Srv/SMK-CAS/VIII/2022  
Lampiran : -  
Perihal : Surat Balasan izin Prasurvey

Kepada Yth.  
Ketua Jurusan Tadris Bahasa Inggris  
STAIN Jurai Siwo Metro  
di-

Tempat

Assalamualaikum Wr. Wb

Menindak lanjuti surat dari Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, Nomor : B-3747/In.28/J/TL.01/08/2022 Tanggal 04 Agustus 2022 Perihal Izin Prasurvey. Maka pada dasarnya Kami tidak keberatan untuk memberikan izin prasurvey kepada :

Nama : JOKO SUSILO  
NPM : 1901052019  
Semester : 7 ( Tujuh )  
Jurusan : Tadris Bahasa Inggris  
Judul : An Analysis Of Students Diffucties in Using Authentic Recording in Listening Skill Of The Tenth Grade On Vocational High School Of Citra Angkasa

Demikianlah yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bandar Lampung, 29 Agustus 2022  
Kepala Sekolah  
  
Edi Yansah, S.Pd

3/30/23, 3:12 PM

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1479/In.28.1/J/TL.00/03/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Syahreni Siregar (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: <b>JOKO SUSILO</b>
NPM	: 1901052019
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING AUTHENTIC RECORDING IN LISTENING SKILL OF THE TENTH GRADE ON SMK CITRA ANGKASA BANDAR LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Maret 2023  
Ketua Jurusan,



**Andianto M.Pd**

4/8/23, 11:29 AM

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-1648/In.28/D.1/TL.00/04/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
**KEPALA SMK CITRA ANGKASA**  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1649/In.28/D.1/TL.01/04/2023, tanggal 06 April 2023 atas nama saudara:

Nama : **JOKO SUSILO**  
NPM : 1901052019  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK CITRA ANGKASA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING AUTHENTIC RECORDING IN LISTENING SKILL OF THE TENTH GRADE ON SMK CITRA ANGKASA BANDAR LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 06 April 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





**YAYASAN CITRA ANGKASA TERCIPTA  
SEKOLAH MENENGAH KEJURUAN  
CITRA ANGKASA SCHOOL (CAS)  
BANDAR LAMPUNG**



Jalan Perwira No. 21 Rajabasa Bandar Lampung Telepon : (0721) 70889

Nomor : 198/Ijin Rsch/SMK-CAS/V/2023  
Lampiran : -  
Perihal : Surat Balasan izin Research

Kepada Yth.  
Wakil Dekan Akademik dan Kelembagaan  
STAIN Jurai Siwo Metro  
di-

Tempat

Assalamualaikum Wr. Wb

Menindak lanjuti surat dari Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, Nomor : B-1648/In.28/J/TL.01/TL.00/04/2023 Tanggal 06 April 2023 Perihal Izin Research. Maka pada dasarnya Kami tidak keberatan untuk memberikan izin Research kepada :

Nama : JOKO SUSILO  
NPM : 1901052019  
Semester : 7 ( Tujuh )  
Jurusan : Tadris Bahasa Inggris  
Judul : An Analysis Of Students Diffucties in Using Authentic Recording in Listening Skill Of The Tenth Grade On Vocational High School Of Citra Angkasa

Demikianlah yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bandar Lampung, 15 Mei 2023

Kepala Sekolah



Edi Yansah, Pd

5/9/23, 5:01 PM

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT TUGAS**

Nomor: B-1649/In.28/D.1/TL.01/04/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **JOKO SUSILO**  
NPM : 1901052019  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK CITRA ANGKASA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING AUTHENTIC RECORDING IN LISTENING SKILL OF THE TENTH GRADE ON SMK CITRA ANGKASA BANDAR LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 06 April 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Joko Susilo  
 NPM : 1901052019

Jurusan : TBI  
 Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	12/08/2022 23/08/2022	1	Bimbingan judul dan sistematika penulisan proposal skripsi	
2	12/09/2022	1	- Prior Research ditambah - Enrich the theory and elaborate - Technique sampling - Bibliography	
3	21/11/2022	1	- find out the <del>requirement</del> Scoring of listening (How to measure listening score) put in chapter 2 - In Bibliography, The title write/type in Italic	

Mengetahui  
 Ketua Jurusan TBI

Andianto, M.Pd  
 NIP. 198711022015031004

Dosen Pembimbing

Syahreni Siregar, M.Hum.  
 NIP. 197608142009122004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Joko Susilo  
NPM : 1901052019

Jurusan : TBI  
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Monday 12/12 2022	1	Ace	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing

**Syahreni Siregar, M.Hum.**  
NIP. 19760814 200912 2 004





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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS**  
**TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Joko Susilo  
 NPM : 1901052019

Program Studi : TBI  
 Semester : VIII

No	Hari/Tanggal	Hal Yang Dibicarakan	Tanda Tangan Dosen
1	20/06/2023	- Revise your Abstract - Chapter IV (explain the data) - Tidy up the typing	
2	27/06/2023	- Revise Chapter IV * make into table * The interview (table) and conclude the result	
3	03/07/2023	Rec	

Mengetahui,  
 Ketua Prodi TBI

**Andianto, M.Pd**  
 NIP. 19871022015031004

Dosen Pembimbing

**Syahreni Siregar, M.Hum**  
 NIP. 197608142009122004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1007/ln.28/S/U.1/OT.01/06/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : JOKO SUSILO  
NPM : 1901052019  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901052019

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Juni 2023  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI METRO**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iain@metrouniv.ac.id](mailto:iain@metrouniv.ac.id)

---


**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan dibawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Joko Susilo  
NPM : 1901052019  
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan / Prodi Tadris Bahasa Inggris.  
Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 08 Agustus 2023  
Ketua Jurusan TBI

  
**Andianto, M.Pd**  
NIP. 19871101220151004

# AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING AUTHENTIC RECORDING IN LISTENING SKILL OF THE TENTH GRADE ON SMK CITRA ANGKASA BANDAR LAMPUNG

*by* Joko Susilo 1901052019

---

**Submission date:** 14-Sep-2023 04:57PM (UTC+0700)

**Submission ID:** 2165839046

**File name:** 170.\_JOKO\_SUSILO-1901052019.docx (710.21K)

**Word count:** 11066

**Character count:** 59377



## AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING AUTHENTIC RECORDING IN LISTENING SKILL OF THE TENTH GRADE ON SMK CITRA ANGKASA BANDAR LAMPUNG

### ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

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<b>2</b>	<b>Submitted to IAIN Metro Lampung</b> Student Paper	<b>1</b> %
<b>3</b>	<b>saomaidata.org</b> Internet Source	<b>1</b> %
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<b>6</b>	<b>Submitted to Salem College</b> Student Paper	<b>&lt;1</b> %
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<b>8</b>	<b>Submitted to Republic of the Maldives</b> Student Paper	<b>&lt;1</b> %

repository.uinjambi.ac.id

## CURRICULUM VITAE



The name of researcher is Joko Susilo. He was born in Tanjung Iman on January 12<sup>th</sup> 2000. He is the first child from happy couple namely Mr. Suroto and Mrs. Jumiwati. He is lives in the village of Sumber Agung, Kotabumi Sub-district, North of Lampung Regency.

He completed his study at SDN 2 Tanjung Iman on 2012. He continued his study at SMP Bhakti Angkasa 1 Abung Semuli and completed on 2015. He also continued at SMK Citra Angkasa Bandar Lampung and completed on 2018. The researcher continued his study at Metro city in 2019, he was registered as a students of S1 English Education Department State Institute for Islamic of Metro. Furthermore, the researcher takes as an S1 students of English Education Department State Institute for Islamic Studies of Metro.