

**THE IMPLEMENTATION OF STUDENTS LISTENING COMPETENCE  
IN ENGLISH TADRIS PROGRAM OF IAIN CURUP  
(A Qualitative Study of English students listening competence of IAIN Curup)**

**THESIS**

**This thesis is submitted to fulfill the requirement  
for ‘Sarjana’ degree in English Language Education**



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Assalamualaikum Wr. Wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara Putri Wahyuni yang berjudul **"The Implementation Of Students Listening Competence in English Tadris Program Of Iain Curup (A Qualitative Study of English students listening competence of IAIN Curup)"**. Sudah dapat diajukan dalam sidang Munasosah.

Demikianlah permohonan ini kami ajukan, Terima kasih.

Wasalamualaikum Wr. Wb

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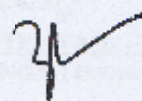


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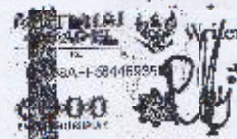
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## PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitle **"The Implementation Of Students Listening Competence in English Tadris Program Of Iain Curup (A Qualitative Study of English students listening competence of IAIN Curup)"**.

This thesis is submitted as a part of the completion for undergraduate degree of sastra 1 (S1) in English study program of IAIN Curup. The writer realize that this thesis is far from being perfect, therefor the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that thesis will a really usefull to those who are interested in this field of study.

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*Assalamu'alaikum Wr. Wb.*

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The researcher finished this research entitled **“The Implementation Of Students Listening Competence in English Tadris Program Of Iain Curup** (A Qualitative Study of English students listening competence of IAIN Curup)”.

This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadris Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'alamin

***Wassalamu'alaikum WR.WB***

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## ***Motto and Dedication***

*Motto :*

- ❖ *If the people can do it, why I can do it too? So don't give up always fighting.*

*Dedication :*

*This thesis dedicates to :*

- *Institute College for Islamic Studies (IAIN) Curup*
- *My wonderful and beloved family, my father (Mr. Sarwanto), my mother (Mrs. Dianti), my sisters (Indah Juwita and Suci Rahmadani) and also of all my family that can not be mentioned one by one.*
- *My great advisor Mrs. Jumatul Hidayah, M.Pd and my co-advisor Mrs Eka Apriani who gave the writer guidance, support and suggestion in finishing this thesis*
- *All my beoved "Burhan Squad" Elza Rahmadani S.Pd, Huriyatul Najmi S.Pd, Indri Febriana S.Pd, Rani Maryana S.Pd, and all of my friends in PBI 2014.*
- *My special someone, my beloved Ali Lhieputs*
- *All of the people around me who gave me the golden precept that I could not be mentioned one by one*



## **ABSTRACT**

**Putri Wahyuni, 2019 : “The Implementation Of Students Listening Competence in English Tadris Program Of Iain Curup (A Qualitative Study of English students listening competence of IAIN Curup)”.**

**Advisor : Jumatul Hidayah, M.Pd**

**Co-Advisor : Eka Apriani, M.Pd**

This research was focused on the students basic listening competence used in the listening class and the implementation of students listening competence used in the listening class. The design of the research was case study which presented in qualitative. The subject of this research were two students who have a good value and all of listening students on fifth semester in the English tadris program at IAIN Curup. In collecting the data, the researcher used two techniques, interview and observation. There are some instruments which researcher used as collecting data: interview guideline and checklist observation. In analysis of data, the steps were: data managing, reading/memoing, data classifying, description and interpreting. The result show that: first, The Students Basic Listening competence used in the listening class at IAIN Curup includes Recognize main ideas, Identify supporting details, Recognize explicit relationships among ideas, and Recall basic ideas and details.. Second, The implementation of students listening competence used in the listening class includes attend with an open mind, perceive the speaker's purpose and organization of ideas and information, distinguish between emotional and logical arguments, synthesize and evaluate by drawing logical inferences and conclusions, recall the implications, and employ active listening techniques when appropriate.

**Key word : Listening, Listening Competence**

## TABLE OF CONTENTS

<b>PENGAJUAN SKRIPSI .....</b>	<b>i</b>
<b>FREE OF PLAGIATION STATEMENT .....</b>	<b>ii</b>
<b>PREFACE .....</b>	<b>iii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iv</b>
<b>MOTTO AND DEDICATION .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>LIST OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLE .....</b>	<b>x</b>

### CHAPTER ONE : INTRODUCTION

A. Background .....	1
B. Research Question .....	4
C. Research Objective .....	5
D. Significance of the Research .....	5
E. Delimitation of the Research .....	6
F. Definitions of Key Terms .....	6
G. Thesis Organization .....	7

### CHAPTER TWO : REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories .....	8
1. Listening .....	8
2. Pedagogical Competence .....	12
B. Review of the Related Findings .....	17

### CHAPTER THREE : METHODOLOGY OF THE RESEARCH

A. Kind of Research .....	20
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B. Subject of the Research .....	21
C. Teachnique of Data Collecting .....	21
D. Reseacrh Instrument .....	23
E. Teachnique of Data Analysis .....	31

#### **CHAPTER FOUR : FINDING AND DISCUSSION**

A. Finding .....	34
B. Discussion .....	50

#### **CHAPTER FIVE : CONCLUSION AND SUGGESTION**

A. Conclusion .....	54
B. Suggestion .....	55

#### **REFERENCES**

#### **APPENDIX**

#### **BIOGRAPHY**



## LIST OF TABLE

Table	Page
1. Interview semi structured .....	24
2. Checklist of the implementation of students listening competence used in the listening class .....	28
3. The basic listening competence used by listening student A.....	35
4. The basic listening competence used by listening student B.....	37

## CHAPTER I

### INTRODUCTION

#### A. Background of The Research

Language is a very important means of communication in daily human life.<sup>1</sup> In this world we have one international language, as we know English has become an international language. People of different countries speak English to communicate.<sup>2</sup> All countries in the world students must learn English to make them easier to communicate with other people in this world, such as education in Indonesia, English being one of the compulsory subjects from junior high schools to universities.

Therefore, the government provides a curriculum as the guidance of English teacher in teaching-learning process. In the English curriculum 2006, the learning activities involve listening, speaking, reading and writing. The four skills are taught cohesively. Although it is focused on the four skills, pronunciation is not separately taught from the four skills. It is included on listening skills. Listening comprehension skill is related to speaking and writing skill.<sup>3</sup> Nowadays, listening comprehension has improved especially in educational. For example, new technology has supported for the skill such as cassette, VCD, video and etc that can improve listening comprehension skill. As we know listening is the active process of receiving, constructing meaning from

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<sup>1</sup> Irwan Sulistyanto, *teaching listening at the second grade of sman 1 Karangrejo*, (Malang : Islamic University of Malang, 2015).

<sup>2</sup> *Ibid.*,

<sup>3</sup> *Ibid.*,

and responding to spoken (and sometimes unspoken) messages.<sup>4</sup> In other word, listening is a complex activity, and the lecturers can help students comprehend what they hear by activating their prior knowledge.

Listening plays an important role in communication as Paul T. Rankin former Supervising Director of Research and Adjustment for the Detroit Public Schools said. He conducted a survey on the four communication processes. He found that the average person spends 9% of his time writing, 16% reading, 30% speaking, and almost half, 45%, listening.<sup>5</sup> Proven on istening is highest in total time spen on communicating. Listening right now regarded as much more important in both EFL classrooms and SLA research asnd then as a language teacher and as a learner of other languages. Listening skill on the foreign language learning is divided to two situation; those are direct and indirect situation. Direct situation is such as conversation directly, speech, songs, and indirect situation is such as listening on conversation on the cassette.

Listening is one of the skills that need to be mastered by university students. The ability to listen and understand a person talking in English to communicate with other people is important. Students who are good at listening will understand more of what the speaker says. As students, listening is fundamental to your personal and academic success. Higher education like in IAIN Curup there is an English major with special listening subjects divided into four levels, namely listening 1, listening 2, listening 3 and listening 4 / Listening comprehension TOEFL approach that must be followed by all

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<sup>4</sup> Debra L. Worthington & Graham D. Bodie, (*Defining Listening: A Historical, Theoretical and Pragmatic Assessment*), p, 3

<sup>5</sup> Ron Iwankovitsch, *The Importance of Listening* : Language Arts Journal of Michigan, (Vol.17, Issue 2, Article 2, *Listening and Speaking*, 2001) p, 5



English students without exception at each level . Listening is a difficult job for some students, especially the stages that students must go through to move to the next level, but all of students can pass that levels well with the statisfied value.

From that statisfied value of course the students have listening competence to understanding the listening materials when they learn in the listening class. Graham D. Bodie and friends showed that implicit theories of listening consist of complex cognitive processes, such as attending to, understanding, and receiving messages; affective processes, such as being motivated to attend to those messages; and behavioral processes, such as back-channeling or paraphrasing.<sup>6</sup> In other word listening competence is one among many implicit theories we use to judge others, calling into question the centrality of listening or its distinctness as an implicit theory.

Based on the data that has been obtained by researchers, researchers get the average value of students in English Departement at IAIN Curup who have followed listening 1 until listening 4 subjects at the fourth years is quite high, the average of them getting the lowest value is B and there are some students get highest score it's A score where A is highest value and based on observation in the listening class the students are very active and enthusiastic in participating in listening learning and they are also always active in answering questions from their lecturers. From the statement above said that listening subjects is a difficult job, but in the phenomenon students who have followed listening subjects and passed from level 1 until level 4 well and get good and

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<sup>6</sup> Graham D. Bodie, *Listening Competence in Initial Interactions II: Applying Trait Centrality to Discover the Relative Placement of Listening Competence Among Implicit Competency Theories* (Vol. 66, No. 5, 2015),p 532

satisfying scores, the process is certainly sure the students have good listening competence so that they can get a good value.

Based on the above phenomenon, the researcher is interested to know more about what are the basic listening competence of students in in the listening at IAIN Curup and how do the implementation of listening competence used by students in the listening class at IAIN Curup so their listening levels can achieve and goals well. The researcher choose at IAIN Curup because just in IAIN Curup at English Tadris Program there is has a special subject to learn listening subject, and of course there are no researchers who have researched there with this title, so the researcher try to do research case study with the title **“The Implementation of Students Listening Competence in English Tadris Program of IAIN Curup”**.

## **B. Research Questions**

Based on the background above the problem of study are:

1. What are the students basic listening competence used in the listening class at IAIN Curup?
2. How do the implementation of students listening competence used in the listening class at IAIN Curup?

### **C. Objectives of The Research**

Based on the research questions above, the objective of this research are:

1. To know the students basic listening competence used in the listening class at IAIN Curup.
2. To investigate the implementation of students listening competence used in the listening class at IAIN Curup.

### **D. Significance of the Research**

#### **1. Significance as Theoritically**

The results of this study are expected to contribute thoughts to the world of education and provide a scientific contribution to science education and knowledge, especially about listening competence of students.

#### **2. Significance as Practically**

This research is expected to be useful for students to improve motivation in learning so that learning can be maximized and also can give input to the lecturers to pay more attention to condition of student and encourage student to study diligently so that student always motivated to do their best in learning. This research is also expected to increase the knowledge of science and provide the learning experience by jumping directly into the field and is expected to increase the ability and research skills and deeper knowledge in conducting research.



## **E. Delimitation of the Research**

The researcher in this research only focused on the data that had been obtained by researcher about the listening value of students who had finished listening subjects 1 until 4 in the fourth years in English Tadris Program at the IAIN Curup in 2018. It focused the students listening competence used in the listening class when learning process at IAIN Curup.

## **F. Definitions of Key Terms**

### **1. Listening**

Listening is A process that takes place when a human organism receives data orally. The selection and retention of aurally received data.<sup>7</sup> in other word the process of receiving, attending to, and assigning meaning to aural stimuli.

### **2. Listening competence**

The work on trait centrality in the context of competency judgment is crucial to future theory-building work regarding how humans cognitively manage their everyday interactions.<sup>8</sup> In other word listening competence is central organizing schema.

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<sup>7</sup> Debra L. Worthington & Graham D. Bodie, *Defining Listening: A Historical, Theoretical and Pragmatic Assessment*.

<sup>8</sup> Ibid, 530

**G. Thesis Organization**

This chapter provide the organization from chapter one until chapter five. Chapter I is introduction. It's consist of bacground of the research, research question, objective of the research, delimitation of the research, significance of the research and definition of the key terms. Chapter II deal with review of related literature. It provides of review of related theory and review of related studies. Chapter III is research methodology. It deals with kind of research, subject of the research, teachnique of data collecting, reseacrh instrumen and technique of analyzing data. Chapter IV includes finding and discussion and the las is chapter V. This chapter talks about conclusion and suggestion.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Listening

###### a. Definition of Listening

Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives, as Lindsay and Knight shows:

We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else's conversation (eavesdropping) a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class.<sup>9</sup>

According to experts like Brown and Yule explained listening as follows:

Listening comprehension could mean that a person understands what he has heard. However, in EFL teaching, it often is taken to mean that the listener can repeat the text, even though the listener may reproduce the sound without real comprehension. "If he could actually learn the text as he heard it, he would probably be said to have understood it".<sup>10</sup>

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<sup>9</sup> Dra. María Rodríguez Rodríguez, *The importance of teaching listening and speaking skills*, (Segura Alonso, Rocío : Didáctica de la Lengua y la Literatura Facultad de Educación, 2011 – 2012) p.10-11

<sup>10</sup> Brown G. & Yule, G, *Teaching the Spoken Language*. (New York, NY, Cambridge University Press, 1983), p. 58

Listening is present to and interpreting oral language. The student should be able to hear oral speech in English, segment the stream of sounds, group them into lexical and syntactic units (words, phrases, sentences), and understand the message they convey.<sup>11</sup> In other word the activities to heard someone talk or hear some sound around our live is include listening. Based that hear the lecturer talk on front of class about the material and the student hear conversation of speakers belonging to listening.

#### b. Importance of listening

Listening is one of the most important skills used by people while communicating with each other. It is considered as an essential part for students at all stages of education since it represents the primary medium of learning.<sup>12</sup> Listening plays a critical role in the cognitive processes that shape output and produce improvement in oral proficiency. According to Rubin “For second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information”.<sup>13</sup> Furthermore, student explained, “Whereas in reading learners can go over the text

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<sup>11</sup> Cheung, Yun Kul, *The Importance of Teaching Listening in the EFL Classroom* (2010) p.5  
[https://archive.org/stream/ERIC\\_ED512082#page/n7/mode/2uP](https://archive.org/stream/ERIC_ED512082#page/n7/mode/2uP)

<sup>12</sup> Prof. Dr. Abbas Deygan Darweesh, *The Importance of Teaching Listening Comprehension at the University Level* (University of Babylon; International Journal of Research in Management, Social Sciences & Technology, 2014) p.1

<sup>13</sup> Rubin, J. A *guide for the teaching of second language listening*. (San Diego, CA: Dominic Press, Inc, 1995), p.8

at leisure, they generally don't have the opportunity to do so in listening"Rost summarized the importance of listening in second language learning as follows:

- a) Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
- b) Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
- c) Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language<sup>14</sup>

Thus, listening is essential not only as a receptive skill but also is pivotal in the development of spoken language proficiency. One reason we believe listening is a critical life competency is because it is fundamental to all other communication competencies – speaking, writing, and reading. Of these competencies, listening is the first communication skill we acquire and use. In fact, you began to listen before you were born. Researchers have found that during the last trimester of a pregnancy, the fetus actively processes incoming auditory input, and can clearly distinguish between music, language, and other sounds. Thus, at the very beginnings of human consciousness listening plays an important role.

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<sup>14</sup> Rost, M. *Listening in action*. (Englewood Cliffs, NJ: Prentice Hall, 1991), p, 141-142

### c. Processes of listening

After we know what is mean by listening, right now to understand a message, required a different strategy that must be used during listening process. Therefore a lecturer should be aware of this in order to assist their students in learning listening. There are two main process of listening include the bottom-up process and top-down process.<sup>15</sup>

- Bottom-up listening process

This type of process is linear in the sense that listeners separate the parts of what they hear into pieces ;a sequence of one by one, which means going from parts to whole. Richards states that this process refers to “using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts- until meaning is derived”.<sup>16</sup> Its points out that we use our knowledge of the language and our ability to process acoustic signals to make sense of the sounds that speech presents to us. In other words we create the message from the individual parts from sounds to words to grammatical units to lexical meaning.

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<sup>15</sup> Prof. Dr. Abbas Deygan Darweesh, *The Importance of Teaching Listening Comprehension at the University Level* (University of Babylon; International Journal of Research in Management, Social Sciences & Technology, 2014) p,2

<sup>16</sup> Jack C Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge:Cambridge University Press, 2008), p,12

- Top -down process

This process is holistic; going from whole to parts. It focuses on the interpretation of meaning rather than the recognition of sounds words and sentences. The difference between them is the following: For the Top-down process, students take into account the context and do not need to pay attention on specific details while in Bottom up listening process, students have to pay attention because here, specific details are very important to understand the whole meaning of the conversation or another kind of listening activity.<sup>17</sup> In real life listening, students use a combination of the two processes, giving more emphasis to one or the other depending on their reason for listening.

## 2. Listening Competence

According Sherwyn Morreale, NCA Associate Director, Rebecca B. Rubin, Kent State University, and Elizabeth Jones, West Virginia University explain In order to be a competent listener basic, a person must be able to listen with literal comprehension. Specifically, the basic competent listener should be able to exhibit the following competencies by demonstrating the abilities included under each statement:<sup>18</sup>

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<sup>17</sup> Dra. María Rodríguez Rodríguez, *Op.Cit.* p,14

<sup>18</sup> Sherwyn Morreale, Rebecca B. Rubin, and Elizabeth, *Speaking and Listening Competencies for College Students*, (Washington DC,: NCA Educational Policies Board, 1998),p. 10



**a) Recognize main ideas.**

1. Distinguish ideas fundamental to the thesis from material that supports those ideas.
2. Identify transitional, organizational, and nonverbal cues that direct the listener to the main ideas.
3. Identify the main ideas in structured and unstructured discourse.

**b) Identify supporting details.**

1. Identify supporting details in spoken messages.
2. Distinguish between those ideas that support the main ideas and those that do not.
3. Determine whether the number of supporting details adequately develops each main idea.

**c) Recognize explicit relationships among ideas.**

1. Demonstrate an understanding of the types of organizational or logical relationships.
2. Identify transitions that suggest relationships.
3. Determine whether the asserted relationship exists.

**d) Recall basic ideas and details.**

1. Determine the goal for listening.
2. State the basic cognitive and affective contents, after listening

Based on the statement, can conclude the students must have literal comprehension to make them to be competence listener.

Sherwyn Morreale, Rebecca B. Rubin, and Elizabeth Jones contend that the basic competent listener must also listen with critical comprehension. Specifically, the basic competent listener should exhibit the following competencies by demonstrating the abilities included under each statement:<sup>19</sup>

**a. Attend with an open mind.**

- 1) Demonstrate an awareness of personal, ideological, and emotional biases.
- 2) Demonstrate awareness that each person has a unique perspective.
- 3) Demonstrate awareness that one's knowledge, experience, and emotions affect listening.
- 4) Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.

**b. Perceive the speaker's purpose and organization of ideas and information.**

- 1) Identify the speaker's purpose.
- 2) Identify the organization of the speaker's ideas and information.

**c. Discriminate between statements of fact and statements of opinion.**

- 1) Distinguish between assertions that are verifiable and those that are not.

**d. Distinguish between emotional and logical arguments.**

- 1) Demonstrate an understanding that arguments have both emotional and logical dimensions.
- 2) Identify the logical characteristics of an argument.

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<sup>19</sup> *Ibid.*, 11

- 3) Identify the emotional characteristics of an argument.
- 4) Identify whether the argument is predominantly emotional or logical.

**e. Detect bias and prejudice.**

- 1) Identify instances of bias and prejudice in a spoken message.
- 2) Specify how bias and prejudice may affect the impact of a spoken message.

**f. Recognize the speaker's attitude.**

- 1) Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.

**g. Synthesize and evaluate by drawing logical inferences and conclusions.**

- 1) Draw relationships between prior knowledge and the information provided by the speaker.
- 2) Demonstrate an understanding of the nature of inference.
- 3) Identify the types of verbal and nonverbal information.
- 4) Draw valid inferences from the information.
- 5) Identify the information as evidence to support views.
- 6) Assess the acceptability of evidence.
- 7) Identify patterns of reasoning and judge the validity of arguments.
- 8) Analyze the information and inferences in order to draw conclusions.

**h. Recall the implications and arguments.**

- 1) Identify the arguments used to justify the speaker's position.
- 2) State both the overt and implied arguments.

- 3) Specify the implications of these arguments for the speaker, audience, and society at large.

**i. Recognize discrepancies between the speaker's verbal and nonverbal messages.**

- 1) Identify when the nonverbal signals contradict the verbal message.
- 2) Identify when the nonverbal signals understate or exaggerate the verbal message.
- 3) Identify when the nonverbal message is irrelevant to the verbal message.

**j. Employ active listening techniques when appropriate.**

- 1) Identify the cognitive and affective dimensions of a message.
- 2) Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.
- 3) Demonstrate comprehension by paraphrasing the speaker's message.

From the statement that conclude in the listening competence the students must able listen with critical comprehension and there explain are specifically the competent listener basics that must show their ability to listen.

## **B. Review of the Related Findings**

Related of this research, especially about pedagogical competence of listening lecturer that have been done investigate by the researcher, they are :

According to Meila Eka Utami in her research “The Influence of Dictogloss Technique toward students Listening Ability (An Experimental Study on Eight Class of SMPN 5 Kepahiang)”. This study aims the students’ ability in listening after implementation of dictagloss technique at class VIII SMP Negeri 05 Kepahiang. The writer used quasi-experimental research, by using text as a instrument. This result of the instrument, the result show that : first, students listening improved by conventional technique. The means, score before using conventional technique is 59,16, however by using this technique was not significant, the mean score of after conventional technique 59,58, so he improvement is 0,42 points. That means just little improvement in conventional technique.

Second students listening by using dictogloss technique. The mean score before using dictogloss was 56,04 and after using this technique the means score wa 65,41. So the improvement is 9,37 points. In dictogloss technique the significant improvement. It can be concluded so in doictogloss technique can improve students score in listening aspect. Third, teaching listening by dictogloss wa able to improve student listening comprehension. It has value of  $r_{xy} = 0,94$  based on the r product moment determining so

if  $r_{xy}$  on 0,90-1,00 the effect or relationship of variable is high. That means the using dictogloss technique has good effect in improving students' listening ability.<sup>20</sup>

From Brandon Allen research with the title "Identifying the Effectiveness of Pre-Listening Activities for Students of Chinese Mandarin". Research has shown that pre-listening activities, or those activities done with students prior to listening, can have an effect on listening comprehension outcomes. This research addressed the effectiveness of two types of pre-listening activities: top-down and bottom-up. Volunteers from intermediate level courses taught at Brigham Young University were divided into two treatment groups and a control group. The treatment groups followed a mixed models design by each going through a top-down and bottom-up pre-listening activity, followed by listening to a passage in Mandarin Chinese and taking a multiple-choice test. The bottom-up activity chosen for this research was a vocabulary preview activity, with an advance organizer being chosen for the topdown activity.

The results showed both treatment groups significantly outperformed the control group for both the top-down and bottom-up activities ( $p=0.0123$  and  $p=0.0181$  respectively). No significant difference existed in scores between top-down and bottom-up activities ( $p=0.9456$ ). It was determined that both the vocabulary activity and the advance organizer helped to increase the listening comprehension of intermediate level students of Mandarin Chinese.<sup>21</sup>

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<sup>20</sup> Meila Eka Utami in her research "*The Influence of Dictogloss Technique toward students Listening Ability (An Experimental Study on Eight Class of SMPN 5 Kepahiang)*", 2014

<sup>21</sup> Brandon Allen, *Identifying the Effectiveness of Pre-Listening Activities for Students of Chinese Mandarin*, (Brigham Young University: Provo, 2011 )

Harnita in her research titled “The Effect of Tandur Mrthod Toward Listening Achievement”. This case study focuses on students’ listening achievement before and after Tandur Method implemented and effectiveness of Tandur method in improving students’ Listening Achievment. This study applied a quasi experimental design to examine hypothesis. In the collecting data, the researcher relied on the test formed into pre and post-test. In this study treatments in the form of Tandur method implementation were given to students having seat on the class.<sup>22</sup>

In the Meila Eka Utami research is aims to the students’ ability in listening after implementation of dictagloss technique at class VIII SMP Negeri 05 Kepahiang. In the Brandon Allen research focuses on identifying the effectiveness of pre-listening activities for students of chinese mandarin.. Based on the related above and from Harnita focuses on students’ listening achievement before and after Tandur Method implemented and effectiveness of Tandur method in improving students’ Listening Achievment. The reacher are the same about listening but in this research just focus on basic listening competence that using by students in the listening class and how the implementation listening competence used by students in the listening class that especially in university IAIN Curup. So the researcher in this research of course is a little diffirent with previous research.

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<sup>22</sup> Harnita, *The Effect of Tandur Mrthod Toward Listening Achievement*, 2013)



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Design

The researcher in this research uses qualitative of case study. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (nonnumerical) data to gain insights into a particular phenomenon of interest.<sup>23</sup> Qualitative research problems and methods tend to evolve as understanding of the research context and participants deepens. According Creswell qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.<sup>24</sup>

Creswell states case study is a qualitative research approach in which the investigator explore a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple source information and reports a case description and case based themes.<sup>25</sup> Case study research is an all-encompassing method covering design, data collection techniques, and specific approaches to data analysis. A case study is also the name for the product of case study research, which is different from other field-oriented research approaches such as narrative research and ethnographic research.<sup>26</sup> Case study research is a qualitative

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<sup>23</sup> L. R. Gay, *dkk*, Educational Research, (US: Pearson Education, Inc., 2012) p.7

<sup>24</sup> John W. Creswell, *Research Design*, (California : SAGE Publications, 2014), p.33

<sup>25</sup> *Ibid.*, p. 43

<sup>26</sup> *Ibid*, p.14

research approach to conducting research on a unit of study or bounded system. . In this research focus with the implementation of listening competence by students in the listening class. So the reseracher use qualitative case study and use this method to know the students listening competence use with the case.

## **B. Subject of the Research**

The subject of this research is all of students at IAIN Curup especially in English Tadris Program who pass listening levels and get highest value. The consideration why researcher decided to choose students at IAIN Curup bacause the researcer want to know what the students listening competence used in the listening class. Students at IAIN Curup who have a highest score from listening 1 until listening 4 just two person and the reseacrher choose all of them so in this research just have 2 sample to interview the students basic listening competence and all of students learn listening subject to know the implementation of students listening competence.

## **C. Teachnique of Data Collecting**

In doing the research, the researcher has to use some technique and instruments to help the work easier, more effective and efficient. Technique of collecting data is the method that can be used by the researcher to collect the data. The instrument of collecting data is a tool chosen and used by the researcher in his or her activity of collecting data in order that the activity becomes systematic and easy.

Instrument is a tool for the researcher in using method of collecting data. Therefore, there is a relationship between method and instrument of collecting data.<sup>27</sup> In this research the researcher used some instruments; they are observation, interview and documentation. The researcher used two techniques of collecting the data;

#### 1. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person. Interview permit the rescarcher obtains data and compare it with the data from observation. Interview has purpose to know about opinion, feeling, emotion and the other things which is related to a person a group.<sup>28</sup> In other word interview is a question-answer activity between one person and another person. It means that interview helps researcher to know what the research subject thinks about the research.

Interview used to get information from the students. According Winarno stated that interview is directly communication between researcher and sampel.<sup>29</sup> The research will be done by interview the studentss about their basic listening competence that used in listening class. It will be done by using the guidelines of interview and also using tape recorder for taken the result interview.

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<sup>27</sup> SuharsimiArikunto, *Manajemen .....*, page 134 - 135

<sup>28</sup> Sukarman Syarnubi, *Metodologi Penelitian Kuantitatif & Kualitatif*, (Curup : (Lp2), 2011), p, 184

<sup>29</sup> Winarno Surachman, *Metodologi dalam Penelitian Sosial*, (Surabaya : Usaha Nasional,1992), p,174

## 2. Observation

The researcher is involved directly in researcher uses Passive/NonParticipation Observation. Observation is done by observing directly about research sample behaviour and its interaction in research setting. Susan IAIN back in Sugiyono's book argued that "Passive Participation means the research is present at scene of action but does not interact or participate".<sup>30</sup> It means that researcher observes the lecturers activity, but does not participate in lecturers activity.

This technique is to know the real conditions and would observation the process with cheklist, of the implementation of students listening competence used in listening class at IAIN Curup. But, it done not mean the researcher informs all data which the researcher had been gotten. Reseracher used observation for collecting data which related to students activities in the classroom whether how the implemtation of students listening competence used in the listening class.

## D. Research Instruments

### 1. Interview guideline

In this reseacrh the writer used interview guideline in reseacrh instrumen. The interview guideline is a list of question in interview to get information about students listening competence used in the listening class. The interview question is open and semi structure interview. So the students give free answer that has relation with in

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<sup>30</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)*. (Bandung : Alfabeta, 2015), p. 183

interview guidance. A semi structure interview is flexsibel, allowing new questions to be brought up during the interview as a result of what the interview say.<sup>31</sup> The interviewer in a semi structured interview generally has a framwork of themes to be explored.

The researcher choose this intrview because the researcher need more information about this research. Before the researcher do interview, the researcher must make a question around this reseach in the paper after that the researcher interviews the listening lecturers. When the researcher need more information so the researcher made a new question around this research. The interview will record and transcrib.

**Table 1.1**  
Interview semi structured

Variable	Indicators	Sub Indicators	Question Items
The Listening Competence	According by Sherwyn Morreale, Rebecca B. Rubin, and Elizabeth explain that the basic competent listener should be able to exhibit the following competencies are:  a. Recognize main ideas.	a. Distinguish ideas fundamental to the thesis from material that supports those ideas.	1. Do you differentiate ideas fundamental from listening material that supports those ideas?

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<sup>31</sup> Ibid., p.233

		b. Identify transitional, organizational, and nonverbal cues that direct the listener to the main ideas	2. Do you Identify transitional, organizational, and nonverbal cues that direct the listener to the main ideas? Why?
		c. Identify the main ideas in structured and unstructured discourse.	3. How do you Identify the main ideas when you listening the speakers?
	b. Identify supporting details.	a. Identify supporting details in spoken messages.	4. How do you supporting details in spoken messages.
		b. Distinguish between those ideas that support the main ideas and those that do not.	5. Do you different between those ideas that support the main ideas and those that do not Why?
		c. Determine whether the number of supporting details adequately develops each main idea.	6. Do you Determine whether the number of supporting details adequately develops each main idea ?
	c. Recognize explicit relationships among ideas	a. Demonstrate an understanding of the types of organizational or logical relationships.	7. How do you Demonstrate an understanding of the types of organizational or logical relationships explicit relationships among ideas?
		b. Identify transitions that suggest relationships.	8. How do you Identify transitions that suggest relationships explicit and among ideas?

		c. Determine whether the asserted relationship exists.	9. How do you Determine whether the asserted relationship exists?
	d. Recall basic ideas and details.	a. Determine the goal for listening.	10. Do you Determine the goal for listening? Why?
		b. State the basic cognitive and affective contents, after listening	11. How do you State the basic cognitive and affective contents, after listening

## 2. Recorder

When the researcher do interview in this reaserch writer need some tool record such as sound recorder by mobile phone for documentation. Researcher do not forget to use a tape recorder to documentation. "To get the best data, you might be used tape recorder. Furthermore if the interview is doing long time and intensive".<sup>32</sup> The researcher used tape recorder to record the interview process. There are many advantages of using tape recorder. They are :

- a. Can concentrate on listening to what they say
- b. Able to maintain eye contact
- c. Have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee
- d. Have plenty of quotations for report

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<sup>32</sup> DR. Deddy Mulyana, M.A, *Metodologi Penelitian Kualitatif*. (Bandung : PT Remaja Karya, 2001), p,185



- e. Could take a few notes as well, helps you to write down important issues and you will have some record if equipment fails.<sup>33</sup>

So the researcher used tape recorder by mobile phone to record the interview process to get more data and information to be accurate and make the researcher will be easier in collecting and analyzing data.

### 3. Observation checklist

The researcher used checklist too when the observation to know how the the implementation of listening competence used by students in the listening class at IAIN Curup. The most commonly used type of instrument for classroom observation is the checklist. Checklist is a list subject, factors and names which want to search. Checklists that focus on the presence or absence of certain events or actions are used to provide a profile of what happens in classrooms.<sup>34</sup> The purpose is to make systematic note, this instrument may the researcher get the valid data in other field because factor will be serach written in checklist. The researcher just wrote (√) in each subject to balance with the observation.

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<sup>33</sup> Catherine Dawson, *Practical Research Methods*, (United Kingdom : how to books dawson, 2002), p,28

<sup>34</sup> Ray Chesterfield, *Classroom Observation Tools*, (City : Agency for International Development Burequ for Economic Growth), p.17

**Table 1.2**

Checklist of the implement of students listening competence used in the listening class

Variable	Indicators	Sub Indicators	Statements	Category		Notes
				Yes	No	
The Listening Competence	1. Attend with an open mind.	1) Demonstrate awareness that each person has a unique perspective.	Students demonstrate awareness that each person has a unique perspective.			
		2) Demonstrate awareness that one's knowledge, experience, and emotions affect listening.	Students demonstrate awareness that one's knowledge, experience, and emotions affect listening			
		3) Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.	Students use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.			
	2. Perceive the speaker's purpose and organization of ideas and information.	1) Identify the speaker's purpose.	Students identify the speaker's purpose.			
		2) Identify the organization of the speaker's ideas and information.	Students identify the organization of the speaker's ideas and information.			

	3. Discriminate between statements of fact and statements of opinion.	1) Distinguish between assertions that are verifiable and those that are not	Students distinguish assertions that are verifiable and those that are not			
	4. Distinguish between emotional and logical arguments.	1) Demonstrate an understanding that arguments have both emotional and logical dimensions.	Students demonstrate an understanding that arguments have both emotional and logical dimensions.			
		2) Identify the logical characteristics of an argument.	Students Identify the logical characteristics of argument.			
		3) Identify the emotional characteristics of an argument.	Students identify the emotional characteristics of an argument.			
	5. Detect bias and prejudice.	1) Identify instances of bias and prejudice in a spoken message.	Students identify instances of bias and prejudice in a spoken message.			
	6. Recognize the speaker's attitude.	1) Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.	Students identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.			
	7. Synthesize and evaluate by drawing logical inferences and conclusions.	1) Demonstrate an understanding of the nature of inference.	Students demonstrate an understanding of the nature of inference.			

		2) Identify the types of verbal and nonverbal information.	Students Identify the types of verbal and nonverbal information.			
		3) Draw valid inferences from the information.	Students Draw valid inferences from the information.			
		4) Identify the information as evidence to support views.	Students Identify the information as evidence to support views.			
		5) Analyze the information and inferences in order to draw conclusions.	Students analyze the information and inferences in order to draw conclusions.			
	8. Recall the implications and arguments.	1) Identify the arguments used to justify the speaker's position.	Students Identify the arguments used to justify the speaker's position.			
		2) State both the overt and implied arguments.	Students State both the overt and implied arguments.			
	9. Employ active listening techniques when appropriate.	1) Identify the cognitive and affective dimensions of a message.	Students Identify the cognitive and affective dimensions of a message.			
		2) Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.	Students demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent			

		3) Demonstrate comprehension by paraphrasing the speaker's message.	Students demonstrate comprehension by paraphrasing the speaker's message.			
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### A. Technique of Data Analysis

After the data was collected from the techniques for collecting data including interview and observation, the researches continued to analyze the data. Creswell states that for analyzing qualitative data belong to managing, reading/memoing, describing, classifying, interpreting and representing the findings in a written report.<sup>35</sup> This research did these steps:

#### 1. Managing

This step would be used to organized the data from interview gotten from the what are the students basic listening competence used in the listening class at IAIN Curup, and observation gotten from how do the implementation of students listening competence used in listening class at IAIN Curup. The purpose of managing the first is to organize the data and check it for completeness. The second is to start the researcher on the process of analyzing and interpreting the data.

#### 2. Reading/Memoing

After all the data were gotten and managed, the researcher read the data from obseravation by using vidio recorder and interview with using the result of interview.

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<sup>35</sup> John W. Creaswell, *Research Design*, (California : SAGE Publications), 2014, p, 247

The researcher read all the data to get general description about the data that have been got, so could know how to arrange those well.

### 3. Describing

Describing is based on the observation and filed notes which is to provide the true picture of the settings and events that took place. So the researcher and the reader will have an understanding of the context in which the study took place.

In this step, the researcher starts to describe all the data that got on the field so that would be classified in the next step. They were interview's answers to describe by the researcher to figure out what are the students basic listening competence used in the listening class at IAIN Curup. Beside that, the second data was described by the researcher by analyzing how do the implementation of students listening competence used in listening class at IAIN Curup.

### 4. Classifying

After a long describing processes finished, the researcher classified them based on the theory provided on the second chapter. For what are the students basic listening competence used in the listening class at IAIN Curup. and how do the implementation of students listening competence used in listening class at IAIN Curup.

## 5. Interpreting

This was the last step in this data analyzing. Here, the researcher interpreted all the data based on all theories related and the research questions emerged early



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

In this part, the researcher presented the finding from the observation and interview. The aims of this research are to investigate what are the students basic listening competence used in the listening class which the data was collected by the usage of interview, and how do the implemented of students listening competence used in listening class which the data was collected by the usage observation. In collecting the data, the researcher used two instruments. They were interview guidance for interview and checklis for observation.. The first research question would be answered by interview and the second research question would be answered by observation.

##### **1. The students basic listening competence in the listening class at IAIN Curup**

Based on the finding in this campus the researcher did interview to the students on November 2018, the students basic listening competence used in the class listening are recognize main ideas, identify supporting details, recognize explicit relationships among ideas, recall basic ideas and details.

After interview with the students that to know the students basic listening competence used in the listening class at IAIN Curup. Students here would be

explain as a students A. From the result the researcher got students A and student B, the researcher found some data, that students be able the basic listening competence to exhibit the following competencies by demonstrating the abilities in the listening class like Sherwyn Morreale, Rebecca B. Rubin, and Elizabeth Jones said. The researcher found some data which will be explained below:

**Tabel 1.3**

**The students basic listening competence used in the listening class by student A**

No	Students	The Listening Competence	Interview result
1	Student A;	1. Recognize main ideas.	The students differentiate ideas fundamental when he listening and the students give attention the first words identify what the mean ideas talk by speakers to development support ideas, and the students more focus with the speakers said to make students easier understand.  The student focuses with the first conversation to make student understand with the mean idea or the topic and know about what the speakers said.
		2. Identify supporting details.	The student different between those ideas that support the main ideas, the student different the ideas base on concentration and understand with the speakers said.  The student determine whether the number of supporting details adequately develops each main

			idea from some sentences to support the ideas so the ideas student want to say only some explained supporting details in the sentences or the stories.
		3. Recall basic ideas and details.	The student listen well when listening so what student want to understand get from that listening, and the student determine the goal for listening is to understand the listening materials, with the way understand listening well and know about vocabulary well to make student understand.

Based on the data above, it can be seen that the students basic listening competence used in the listening class just involving 3 items. The first is recognize main ideas. Here the student differentiated ideas fundamental when he listening with the way the students give attention the first words identify what the mean ideas talk by speakers to development support ideas, and the students more focus with the speakers said to make students easier understand, then the student focuses with the first conversation to make student understand with the mean idea or the topic and to know about what the speakers said. The second is identify supporting details. Here the the student different between those ideas that support the main ideas, the student different the ideas base on concentration with the speakers said and understand what the mean the speakers said, then the student determine whether the number of supporting details adequately develops each main idea from some sentences to support the ideas so the ideas student want to say only some explained supporting details in the sentences or the stories. The last recall basic ideas and

details, here the student listen well when the student listening so what student want to understand get from that listening, and the student determine the goal for listening is to understand the listening materials, with the way understand listening well and know about vocabulary well to make student understand.

**Tabel 1.4**

**The students basic listening competence used in the listening class by  
student B**

No	Students	The Listening Competence	Interview result
1	Student B;	1. Recognize main ideas.	<p>Sometime the student differentiate ideas fundamental, sometime the student do not differentiate ideas fundamental.</p> <p>The student identify transitional and nonverbal cues that direct the listener to the main ideas to make student easier to find some ideas from the speakers said.</p> <p>The student identify the main ideas with the way listen the poin or the first speakers statement said.</p>
		2. Identify supporting details.	<p>The way student supporting details in the spoken messages is give add the points to support mean ideas.</p> <p>The student differents between those ideas that support the main ideas to determin which is included main idea and which included into supporting details.</p> <p>The student determine whether the number of</p>

			supporting details adequately develops each main idea with the way submit it back or mean idea that to be submitted speakers
		3. Recognize explicit relationships among ideas	The student way demonstrate an understanding of the types of organizational or logical relationships explicit relationships among idea is with the way to submit idea that hed student hear from speakers. The student separate mean idea and supporting idea.
		4. Recall basic ideas and details.	The student separate the basic cognitive and affective contents, after listening with the waythe student listen what is the native speakers said then the student separate which is included basic cognitive and affective contents.

Based on the data above, it can be seen that the students basic listening competence used in the listening class just involving 4 items. The first is recognize main ideas. Here the student sometime differentiate ideas fundamental, sometime the student do not differentiate ideas fundamental, then the student identify transitional and nonverbal cues that direct the listener to the main ideas to make student easier to find some ideas from the speakers said and the student identify the main ideas with the way listen the poin or the first speakers statement said. The second is identify supporting details. Here the way the student supporting details in the spoken messages is give add the points to support mean ideas, then the student differents between those ideas that support the main ideas to determin which is included main idea and which included into supporting details, next the

student determine whether the number of supporting details adequately develops each main idea with the way submit it back or mean idea that to be submitted speakers. The third is recognize explicit relationships among ideas. Here the student way demonstrate an understanding of the types of organizational or logical relationships explicit relationships among idea is with the way to submit idea that hed student hear from speakers, then the student separate mean idea and supporting idea. The last is recall basic ideas and details, here the student separate the basic cognitive and affective contents, after listening with the waythe student listen what is the native speakers said then the student separate which is included basic cognitive and affective contents.

## **2. The Implemented of Students Listening Competence Used in the Listening Class at IAIN Curup**

The researcher did observation too in listening class to know the implemntation of students listening competence used in the listening class at IAIN Curup, the researcher used cheklis for every students and record the data. This field note observation was done by researcher during three times. The are some indicators in the implemntation of students listening competence, it would been explain by step of observations:

### **a. First Observation**

The result got when the researcher done first observation on the Monday 19<sup>th</sup> November 2018, the implemntation of students listening competence like:

1) Attend with an open mind.

There are some indicators in implementation attend with an open mind such as : Students demonstrate awareness that each person has a unique perspective, Students demonstrate awareness that one's knowledge, experience, and emotions affect listening.

2) Perceive the speaker's purpose and organization of ideas and information

There are some indicators in implementation perceive the speaker's purpose and organization of ideas and information such as : Students identify the speaker's purpose, and Students identify the organization of the speaker's ideas and information.

3) Distinguish between emotional and logical arguments.

There are some indicators in implementation distinguish between emotional and logical arguments such as : Students demonstrate an understanding that arguments have both emotional and logical dimensions, Students Identify the logical characteristics of argument and Students identify the emotional characteristics of an argument.

4) Synthesize and evaluate by drawing logical inferences and conclusions.

There are some indicators in implementation synthesize and evaluate by drawing logical inferences and conclusions such as : Students demonstrate an understanding of the nature of inference, Students Identify the types of verbal and nonverbal information, Students Draw valid inferences from the information, Students Identify the information as evidence to support views,

and Students analyze the information and inferences in order to draw conclusions.

5) Recall the implications and arguments.

There are some indicators in implementation recall the implications and argumentsd such as : in this indicators just one indicator students do its Students Identify the arguments used to justify the speaker's position.

6) Employ active listening techniques when appropriate.

There are some indicators in implementation employ active listening techniques when appropriate such as : Students Identify the cognitive and affective dimensions of a message, and Students demonstrate comprehension by paraphrasing the speaker's message.

Based on the data above, it can be seen that the implemntation of students listening competence used in the listening class in the first observation just involving 6 items. The first is attend with an open mind. In this part the students just do demonstrate awareness that each person has a unique and different perspective in the class, and students demonstrate awareness that one's knowledge, experience, and emotions affect listening. The second is perceive the speaker's purpose and organization of ideas and information. Here the students do identify the speaker's purpose to make them easier to understand what the means speaker said and tudents identify the organization of the speaker's ideas and information to know the poin of the conversation. The third is distinguish between emotional and logical arguments. Here the students Students demonstrate an understanding that



arguments have both emotional and logical dimensions, and students identify the logical characteristics of argument and Students identify the emotional characteristics of an argument. The fourth is synthesize and evaluate by drawing logical inferences and conclusions. In this part the students demonstrate an understanding of the nature of inference, students do identify the types of verbal and nonverbal information to make them easier to listen, students draw valid inferences from the information to make them understand what the speakers said, students identify the information as evidence to support views and also students analyze the information and inferences in order to draw conclusions in the end of meetings. The fifth is recall the implications and arguments. Here the students do identify the arguments used to justify the speaker's position and students state both the overt and implied arguments. The last is employ active listening techniques when appropriate. In this part the students do identify the cognitive and affective dimensions of a message and students demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent Students demonstrate comprehension by paraphrasing the speaker's message to make them easier understand the speakers said.

#### **b. Second Observation**

The result got when the researcher done first observation on the Tuesday 20<sup>th</sup> November 2018, the implementation of students listening competence like:

1) Attend with an open mind.

There are some indicators in implementation attend with an open mind such as : Students demonstrate awareness that each person has a unique perspective, Students demonstrate awareness that one's knowledge, experience, and emotions affect listening and Students use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.

2) Perceive the speaker's purpose and organization of ideas and information

There are some indicators in implementation perceive the speaker's purpose and organization of ideas and information such as : Students identify the speaker's purpose and Students identify the organization of the speaker's ideas and information.

3) Distinguish between emotional and logical arguments.

There are some indicators in implementation distinguish between emotional and logical arguments such as : Students Identify the logical characteristics of argument and Students identify the emotional characteristics of an argument.

4) Synthesize and evaluate by drawing logical inferences and conclusions.

There are some indicators in implementation synthesize and evaluate by drawing logical inferences and conclusions such as : Students Identify the types of verbal and nonverbal information, Students Draw valid inferences from the information, Students Identify the information as evidence to

support views, and Students analyze the information and inferences in order to draw conclusions.

5) Recall the implications and arguments.

There are some indicators in implementation recall the implications and argumentsd such as: Students State both the overt and implied arguments.

6) Employ active listening techniques when appropriate.

There are some indicators in implementation employ active listening techniques when appropriate such as : Students Identify the cognitive and affective dimensions of a message, and Students demonstrate comprehension by paraphrasing the speaker's message.

Based on the data above, it can be seen that the implemntation of students listening competence used in the listening class in the second observation just involving 6 items. The first is attend with an open mind. In this part the students just do demonstrate awareness that each person has a unique and different perspective in the class, and students demonstrate awareness that one's knowledge, experience, and emotions affect listening and students use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening. The second is perceive the speaker's purpose and organization of ideas and information. Here the students do identify the speaker's purpose to make them easier to understand what

the means speaker said and students identify the organization of the speaker's ideas and information to know the point of the conversation. The third is distinguish between emotional and logical arguments. Here the students identify the logical characteristics of argument and Students identify the emotional characteristics of an argument. The fourth is synthesize and evaluate by drawing logical inferences and conclusions. In this part the students do identify the types of verbal and nonverbal information to make them easier to listen, students draw valid inferences from the information to make them understand what the speakers said, students identify the information as evidence to support views and also students analyze the information and inferences in order to draw conclusions in the end of meetings. The fifth is recall the implications and arguments. Here the students do identify the arguments used to justify the speaker's position and students state both the overt and implied arguments. The last is employ active listening techniques when appropriate. In this part the students do identify the cognitive and affective dimensions of a message and students demonstrate comprehension by paraphrasing the speaker's message to make them easier understand the speakers said.

### **c. Third Observation**

The result got when the researcher done first observation on the Friday 23<sup>th</sup> November 2018, the implementation of students listening competence like:

- 1) Perceive the speaker's purpose and organization of ideas and information

There are some indicators in implementation perceive the speaker's purpose and organization of ideas and information such as : Students identify the speaker's purpose.

2) Distinguish between emotional and logical arguments.

There are some indicators in implementation distinguish between emotional and logical arguments such as : Students Identify the logical characteristics of argument.

3) Synthesize and evaluate by drawing logical inferences and conclusions.

There are some indicators in implementation synthesize and evaluate by drawing logical inferences and conclusions such as : Students Draw valid inferences from the information, Students Identify the information as evidence to support views and Students analyze the information and inferences in order to draw conclusions.

4) Employ active listening techniques when appropriate.

There are some indicators in implementation employ active listening techniques when appropriate such as : Students demonstrate comprehension by paraphrasing the speaker's message.

Based on the data above, it can be seen that the implementation of students listening competence used in the listening class in the third observation just involving 4 items. The first is perceive the speaker's purpose and organization of ideas and information. Here the students do identify the speaker's purpose to make them easier to understand what the means speaker said. The second is distinguish

between emotional and logical arguments. Here the students identify the logical characteristics of argument. The third is synthesize and evaluate by drawing logical inferences and conclusions. In this part the students draw valid inferences from the information to make them understand what the speakers said, students identify the information as evidence to support views and also students analyze the information and inferences in order to draw conclusions in the end of meetings. The fourth is employ active listening techniques when appropriate. In this part the students demonstrate comprehension by paraphrasing the speaker's message to make them easier understand the speakers said.

#### **d. Last Observation**

The result got when the researcher done first observation on the Monday 26<sup>th</sup> November 2018, the implementation of students listening competence like:

##### **1) Attend with an open mind.**

There are some indicators in implementation attend with an open mind such as : Students demonstrate awareness that each person has a unique perspective, Students demonstrate awareness that one's knowledge, experience, and emotions affect listening.

##### **2) Perceive the speaker's purpose and organization of ideas and information**

There are some indicators in implementation perceive the speaker's purpose and organization of ideas and information such as : Students

identify the speaker's purpose, and Students identify the organization of the speaker's ideas and information.

3) Distinguish between emotional and logical arguments.

There are some indicators in implementation distinguish between emotional and logical arguments such as : Students demonstrate an understanding that arguments have both emotional and logical dimensions, Students Identify the logical characteristics of argument and Students identify the emotional characteristics of an argument.

4) Synthesize and evaluate by drawing logical inferences and conclusions.

There are some indicators in implementation synthesize and evaluate by drawing logical inferences and conclusions such as : Students demonstrate an understanding of the nature of inference, Students Identify the types of verbal and nonverbal information, Students Draw valid inferences from the information, Students Identify the information as evidence to support views, and Students analyze the information and inferences in order to draw conclusions.

5) Recall the implications and arguments.

There are some indicators in implementation recall the implications and argumentsd such as : in this indicators just one indicator students do its Students Identify the arguments used to justify the speaker's position.

6) Employ active listening techniques when appropriate.

There are some indicators in implementation employ active listening techniques when appropriate such as : Students Identify the cognitive and affective dimensions of a message, and Students demonstrate comprehension by paraphrasing the speaker's message.

Based on the data above, it can be seen that the implementation of students listening competence used in the listening class in the last observation just involving 6 items. The first is attend with an open mind. In this part the students just do demonstrate awareness that each person has a unique and different perspective in the class, and students demonstrate awareness that one's knowledge, experience, and emotions affect listening. The second is perceive the speaker's purpose and organization of ideas and information. Here the students do identify the speaker's purpose to make them easier to understand what the means speaker said and students identify the organization of the speaker's ideas and information to know the poin of the conversation. The third is distinguish between emotional and logical arguments. Here the students demonstrate an understanding that arguments have both emotional and logical dimensions, students identify the logical characteristics of argument and students identify the emotional characteristics of an argument. The fourth is synthesize and evaluate by drawing logical inferences and conclusions. In this part the students demonstrate an understanding of the nature of inference, students do identify the types of verbal and nonverbal information to make them easier to listen, students draw valid inferences from the information to make them understand what te speakers said, students identify the information as



evidence to support views and also students analyze the information and inferences in order to draw conclusions in the end of meetings. The fifth is recall the implications and arguments. Here the students do identify the arguments used to justify the speaker's position. The last is employ active listening techniques when appropriate. In this part the students do identify the cognitive and affective dimensions of a message.

## **B. Discussion**

In this part the researcher presented the discussion of result provided on finding. Based on finding above, it could be seen about the implementation of listening competence used by students in the listening class at IAIN Curup.

### **1. The Students Basic Listening competence used in the listening class at IAIN Curup**

Based on the finding above, the students basic listening competence used in the listening class at IAIN Curup, there are 4 indicators, namely in the recognize main ideas in this indicator the students distinguish ideas fundamental to the thesis from material that supports those ideas, identify transitional, organizational, and nonverbal cues that direct the listener to the main ideas, and identify the main ideas in structured and unstructured discourse. In the part of identify supporting details the students identify supporting details in spoken messages, determine whether the number of supporting details adequately develops each main idea. In the part of recognize explicit relationships among

ideas the students demonstrate an understanding of the types of organizational or logical relationships, identify transitions that suggest relationships, and determine whether the asserted relationship exists. In the last part of recall basic ideas and details the students, determine the goal for listening and state the basic cognitive and affective contents, after listening.

Based on the theory, listening competence which Sherwyn Morreale, Rebecca B. Rubin, and Elizabeth theory explain that the basic competent listener should be able to exhibit the following competencies includes Recognize main ideas, Identify supporting details, Recognize explicit relationships among ideas, and Recall basic ideas and details.<sup>36</sup> From the theories and finding it can be said that the basic listening competence of students in the listening class were suitable with the theories providing. In short the students had good basic listening competence used in the listening class.

## **2. The implementation of students listening competence used in the listening class at IAIN Curup**

Based on finding above, it can be seen that the implementation of students listening competence used in the class listening at IAIN Curup, there are 6 indicators, namely the attend with an open mind in this indicator the students demonstrate awareness that each person has a unique perspective and demonstrate awareness that one's knowledge, experience, and emotions affect

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<sup>36</sup> Sherwyn Morreale, Rebecca B. Rubin, and Elizabeth, *Speaking and Listening Competencies for College Students*, (Washington DC.: NCA Educational Policies Board, 1998),p. 10

listening. In part of perceive the speaker's purpose and organization of ideas and information the students identify the speaker's purpose and identify the organization of the speaker's ideas and information. In the distinguish between emotional and logical arguments the students demonstrate an understanding that arguments have both emotional and logical dimensions, students Identify the logical characteristics of argument and students identify the emotional characteristics of an argument. In the synthesize and evaluate by drawing logical inferences and conclusions the students identify the types of verbal and nonverbal information, draw valid inferences from the information, identify the information as evidence to support views and analyze the information and inferences in order to draw conclusions. In the recall the implications the students identify the arguments used to justify the speaker's position and state both the overt and implied arguments. The last in the employ active listening techniques when appropriate the students identify the cognitive and affective dimensions of a message, demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent and demonstrate comprehension by paraphrasing the speaker's message.

According to Sherwyn Morreale, Rebecca B. Rubin, and Elizabeth Jones contend that the competent listener must also listen with critical comprehension. Specifically, the competent listener should exhibit the following competencies include attend with an open mind, perceive the speaker's purpose and

organization of ideas and information, discriminate between statements of fact and statements of opinion, distinguish between emotional and logical arguments, detect bias and prejudice, recognize the speaker's attitude, synthesize and evaluate by drawing logical inferences and conclusions, recall the implications, and employ active listening techniques when appropriate.<sup>37</sup> From the finding and theories above, it can be said the implementation of students listening competence used in the listening class just involve sixs indicators from nines indicators. In short the implementation of listening competence used by students in the listening class is good enough.

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<sup>37</sup> *Ibid.*, 11

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After analyzing and interpreting the obtain data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the research question of this research, while suggestion are intended to give information to the researchers who are interested in doing further research in this area.

#### **A. Conclusion**

Based on the result and dicsussion in chapter IV, it can be concluded :

##### **1. The Students Basic Listening competence used in the listening class at IAIN Curup**

The Students Basic Listening competence used in the listening class at IAIN Curup includes Recognize main ideas, Identify supporting details, Recognize explicit relationships among ideas, and Recall basic ideas and details.

##### **2. The implementation of students listening competence used in the listening class at IAIN Curup**

The implementation of students listening competence used in the listening class includes attend with an open mind, perceive the speaker's purpose and organization of ideas and information, distinguish between emotional and logical arguments, synthesize and evaluate by drawing logical inferences and

conclusions, recall the implications, and employ active listening techniques when appropriate

## **B. Suggestion**

After doing interview both of respondents and observation in the classroom, the researcher would like to give some suggestions which may be useful for students to improve motivation in learning so that learning can be maximized and also can give input to the lecturers to pay more attention to condition of student and encourage student to study diligently so that student always motivated to do their best in learning. This research is also expected to increase the knowledge of science and provide the learning experience by jumping directly into the field and is expected to increase the ability and research skills and deeper knowledge in conducting research.

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# A P P E N D I X

### **THE RESULT OF INTERVIEW STUDENT A**

- Peneliti : salamualikum, disini saya ingin menginterview anda tentang what your basic listening competence used in the listening class?
- Responden : Waalaikumsalam, oke,,.
- Peneliti : ok yang pertama apakah anda membedakan ide-ide utama dari materi listening yang mendukung ide-ide tersebut?
- Responden : eeee sebenarnya dalam listening atau dalam percakapan kan pasti kita perhatikan mm apa ya kata0kata awal dulu untuk mengidentifikasi topic apa si yang dibicarakan misalnya kan untuk mengembangkan ide ide atau pun unuk mendengarkan kalimat atau percakapan selanjutnya, jadi di awal . kalau untuk cara membedakan nya paling focus di pembicaraan awal dulu agar nanti lebih mudah untuk memahaminya.
- Peneliti : oke yang ke dua Apakah Anda mengidentifikasi isyarat transisi, organisasi, dan nonverbal yang mengarahkan pendengar ke ide-ide utama ?
- Responden : mmm saya rasa tidak.
- Peneliti : mm oke selanjutnya Bagaimana Anda mengidentifikasi ide-ide utama ketika Anda mendengarkan pembicara?
- Responden : itu sama seperti yang pertama tadi ya, jadi kita benar-bener focus sama percakapan awal atau pembicaraan awal nah supaya kita dapat kan mean idea nya atau pun topic atau pun pembicaraan apa yang dibicarakan dalam conversation itu kan.
- Peneliti : iya., next Bagaimana Anda mendukung detail dalam pesan yang diucapkan?
- Responden : kalau yang ini saya kurang tahu ya.
- Peneliti : mm baiklah, selanjutnya Apakah Anda berbeda? antara ide-ide yang mendukung ide-ide utama dan ide-ide yang tidak Mengapa?
- Responden : hemz., kalau yang ini kan supporting detail dari mean idea itu kan pasti dia menyebutkan ee hal hal yang terkait dengan ideas yang pengen dia ceritakan, contohnya seperti there are many countries any city in Indonesia misalnya, terus juga dia menyebutkan kan mislnya seperti tadi disebutkan beberapa kota disebutkan dan lain nya yang ada di indosenia

- itukan berartikan supporting mean ideas nya bahwa yang menjelaskan kota di Indonesia itu banyak bukan nah tu supporting nya.
- Penelitian : oke,,,,, terus Apakah Anda Tentukan apakah jumlah detail pendukung cukup mengembangkan masing-masing ide utam?
- Responden : iya si ditentukan untuk beberapa kalimat untuk menyupport ideas sehingga nya ideas itu yang pengen diceritakan itu ya cukup dengan beberapa penjelasan penjelasan atau supporting details dalam cerita ataupun kalimat-kalimat
- Peneliti : oke Bagaimana Anda menunjukkan pemahaman tentang jenis hubungan organisasi atau logishubungan eksplisit antara gagasan?
- Responden : mmmm kurang tau ya,
- Peneliti : baiklah terus Bagaimana Anda Mengidentifikasi ion transit yang menyarankan hubungan eksplisit dan di antara gagasan ?
- Responden : ini juga saya kurang mengerti
- Peneliti : hemzzz iya,. Kemudian Bagaimana Anda Menentukan apakah hubungan yang ditegaskan itu ada ?
- Responden : saya rasa tidak,.
- Peneliti : Terus Apakah Anda Tentukan tujuan untuk mendengarkan? Mengapa
- Responden : listening itukan harus didengarkan dengan baik sehingga apa yang mau kita dengar itu atau kita pahami kita dapat dari listening itu kan, tujuan nya adalah untuk memahami dari isi dari listening itu sendiri kan cara nya itu sendiri ya pahami dnegan baik juga harus tau dengan vocabulary dengan baik supaya kita paham.
- Peneliti : oke terimakasih sudah menjawab pertanyaan saya tadi
- Responden : iya
- Peneliti : ok wassalamualaikum wraohmatulahi wabarokatu
- Responden : walaikumsalam

### **THE RESULT OF INTERVIEW STUDENT B**

- Peneliti : Asslamualikum warohmatulahi wabarokatu
- Responden : Waalaikumsalam,
- Peneliti : baiklah saya disini ingin menginterview anda what your basic listening competence used in the listening class?
- Responden : he em,,,
- Peneliti : baiklah yang pertama apakah anda membedakan ide-ide utama dari materi listening yang mendukung ide-ide tersebut?
- Responden : iya kadang-kadang saya membedakan ide-ide yang sesuai dengan materi pokok yang ada di listening tetapi kadang-kadang pun tidak.
- Peneliti : mmm oke selanjutnya Apakah Anda mengidentifikasi isyarat transisi, organisasi, dan nonverbal yang mengarahkan pendengar ke ide-ide utama ?
- Responden : iya saya mengidentifikasinya karena itu memudahkan saya menemukan ide yang ada atau yang disampaikan oleh speakers.
- Peneliti : oke, Terus Bagaimana Anda mengidentifikasi ide-ide utama ketika Anda mendengarkan pembicara?
- Responden : cara saya mengidentifikasi ide yang disampaikan oleh speakers itu adalah dengan cara mendengarkan poin inti atau kalimat utama yang disampaikan oleh speakers.
- Peneliti : oke Terus Bagaimana Anda mendukung detail dalam pesan yang diucapkan?
- Responden : cara saya mensupport ide lewat spoken itu dengan cara memberikan poin poin tambahan yang mendukung ide pokok.
- Peneliti : next Apakah Anda berbeda? antara ide-ide yang mendukung ide-ide utama dan ide-ide yang tidak Mengapa?
- Responden : tidak karena saya berfikir bahwa supporting itu sudah cukup mendukung.
- Peneliti : mmm,. Apakah Anda Tentukan apakah jumlah detail pendukung cukup mengembangkan masing-masing ide utama?

- Responden : iya ini tuntu menentukan mana yang termasuk ide pokok dan yang mana yang termasuk support
- Peneliti : Terus Bagaimana Anda menunjukkan pemahaman tentang jenis hubungan organisasi atau logis hubungan eksplisit antara gagasan?
- Responden : cara nya dengan cara menyampaikan kembali ide atau mean ide yang disampaikan oleh speakers.
- Peneliti : Terus Bagaimana Anda Mengidentifikasi ion transit yang menyarankan hubungan eksplisit dan di antara gagasan ?
- Respondent : dengan cara amenyampaikan ide yang telah saya dengar dari speakers
- Peneliti : Bagaimana Anda Menentukan apakah hubungan yang ditegaskan itu ada ?
- Responden : dengan cara memisahkan mean ide dan supporting idea.
- Peneliti : terus Apakah Anda Tentukan tujuan untuk mendengarkan?
- Responden : tidak.
- Peneliti : oke the last Bagaimana Anda Menyatakan konten kognitif dan afektif dasar, setelah mendengarkan?
- esponden : dengan cara mendengarkan apa yang dsampaikan oleh native speakers kemudian saya pisahkan mana yang termasuk rana pengetahuan dan yang mana termasuk rana sikap.
- Peneliti : hemz baiklah cukup pertanyaan dari saya terimakasih sudah menjawab semua pertanyaan dari saya, wasslamaualikum.
- Responden : iya sama-sama, waalaikumssalam

**The Implementation of Studnets Basic Listening Competence used in the  
listening class at IAIN Curup**

**Time/date : 19<sup>th</sup> November 2018**

**Meeting : the first**

No	Listening Competence	The Implementation	Meeting	Notes
1.	Attend with an open mind	1. Students demonstrate awareness that each person has a unique perspective.	√	
		2. Students demonstrate awareness that one's knowledge, experience, and emotions affect listening	√	
		3. Students use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.	-	
2.	Perceive the speaker's purpose and organization of ideas and information	1. Students identify the speaker's purpose	√	
		2. Students identify the organization of the speaker's ideas and information	√	
3.	Discriminate between statements of fact and statements of opinion.	1. Students distinguish assertions that are verifiable and those that are not	-	
4.	Distinguish between emotional and logical arguments.	1. Students demonstrate an understanding that arguments have both emotional and logical dimensions	√	
		2. Students Identify the logical characteristics of argument	√	
		3. Students identify the emotional characteristics of an argument	√	

5.	Detect bias and prejudice.	1. Students identify instances of bias and prejudice in a spoken message	-	
6.	Recognize the speaker's attitude.	1. Students identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages	-	
7.	Synthesize and evaluate by drawing logical inferences and conclusions.	1. Students demonstrate an understanding of the nature of inference	√	
		2. Students Identify the types of verbal and nonverbal information	√	
		3. Students Draw valid inferences from the information	√	
		4. Students Identify the information as evidence to support views	√	
		5. Students analyze the information and inferences in order to draw conclusions	√	
8.	Recall the implications and arguments	1. Students Identify the arguments used to justify the speaker's position	√	
		2. Students State both the overt and implied arguments	-	
9.	Employ active listening techniques when appropriate	1. Students Identify the cognitive and affective dimensions of a message	√	
		2. Students demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent	-	
		3. Students demonstrate comprehension by paraphrasing the speaker's message	√	

**The Implementation of Studnets Basic Listening Competence used in the  
listening class at IAIN Curup**

**Time/date : 20<sup>th</sup> November 2018**

**Meeting : the second**

No	Listening Competence	The Implementation	Meeting	Notes
1.	Attend with an open mind	1. Students demonstrate awareness that each person has a unique perspective.	-	
		2. Students demonstrate awareness that one's knowledge, experience, and emotions affect listening	√	
		3. Students use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.	√	
2.	Perceive the speaker's purpose and organization of ideas and information	1. Students identify the speaker's purpose	√	
		2. Students identify the organization of the speaker's ideas and information	√	
3.	Discriminate between statements of fact and statements of opinion.	1. Students distinguish assertions that are verifiable and those that are not	-	
4.	Distinguish between emotional and logical arguments.	1. Students demonstrate an understanding that arguments have both emotional and logical dimensions	-	
		2. Students Identify the logical characteristics of argument	√	
		3. Students identify the emotional characteristics of an argument	√	



5.	Detect bias and prejudice.	1. Students identify instances of bias and prejudice in a spoken message	-	
6.	Recognize the speaker's attitude.	1. Students identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages	-	
7.	Synthesize and evaluate by drawing logical inferences and conclusions.	1. Students demonstrate an understanding of the nature of inference	-	
		2. Students Identify the types of verbal and nonverbal information	√	
		3. Students Draw valid inferences from the information	√	
		4. Students Identify the information as evidence to support views	√	
		5. Students analyze the information and inferences in order to draw conclusions	√	
8.	Recall the implications and arguments	1. Students Identify the arguments used to justify the speaker's position	-	
		2. Students State both the overt and implied arguments	√	
9.	Employ active listening techniques when appropriate	1. Students Identify the cognitive and affective dimensions of a message	-	
		2. Students demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent	-	
		3. Students demonstrate comprehension by paraphrasing the speaker's message	√	

**The Implementation of Studnets Basic Listening Competence used in the  
listening class at IAIN Curup**

**Time/date : 23<sup>th</sup> November 2018**

**Meeting : the third**

No	Listening Competence	The Implementation	Meeting	Notes
1.	Attend with an open mind	1. Students demonstrate awareness that each person has a unique perspective.	-	
		2. Students demonstrate awareness that one's knowledge, experience, and emotions affect listening	-	
		3. Students use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.	-	
2.	Perceive the speaker's purpose and organization of ideas and information	1. Students identify the speaker's purpose	√	
		2. Students identify the organization of the speaker's ideas and information	-	
3.	Discriminate between statements of fact and statements of opinion.	1. Students distinguish assertions that are verifiable and those that are not	-	
4.	Distinguish between emotional and logical arguments.	1. Students demonstrate an understanding that arguments have both emotional and logical dimensions	-	
		2. Students Identify the logical characteristics of argument	√	
		3. Students identify the emotional characteristics of an argument	-	

5.	Detect bias and prejudice.	1. Students identify instances of bias and prejudice in a spoken message	-	
6.	Recognize the speaker's attitude.	1. Students identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages	-	
7.	Synthesize and evaluate by drawing logical inferences and conclusions.	1. Students demonstrate an understanding of the nature of inference	-	
		2. Students Identify the types of verbal and nonverbal information	-	
		3. Students Draw valid inferences from the information	√	
		4. Students Identify the information as evidence to support views	√	
		5. Students analyze the information and inferences in order to draw conclusions	√	
8.	Recall the implications and arguments	1. Students Identify the arguments used to justify the speaker's position	-	
		2. Students State both the overt and implied arguments	-	
9.	Employ active listening techniques when appropriate	1. Students Identify the cognitive and affective dimensions of a message	-	
		2. Students demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent	-	
		3. Students demonstrate comprehension by paraphrasing the speaker's message	-	

**The Implementation of Studnets Basic Listening Competence used in the  
listening class at IAIN Curup**

**Time/date : 26<sup>th</sup> November 2018**

**Meeting : the last**

No	Listening Competence	The Implementation	Meeting	Notes
1.	Attend with an open mind	1. Students demonstrate awareness that each person has a unique perspective.	√	
		2. Students demonstrate awareness that one's knowledge, experience, and emotions affect listening	√	
		3. Students use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.	-	
2.	Perceive the speaker's purpose and organization of ideas and information	1. Students identify the speaker's purpose	√	
		2. Students identify the organization of the speaker's ideas and information	√	
3.	Discriminate between statements of fact and statements of opinion.	1. Students distinguish assertions that are verifiable and those that are not	-	
4.	Distinguish between emotional and logical arguments.	1. Students demonstrate an understanding that arguments have both emotional and logical dimensions	√	
		2. Students Identify the logical characteristics of argument	√	
		3. Students identify the emotional characteristics of an argument	√	

5.	Detect bias and prejudice.	1. Students identify instances of bias and prejudice in a spoken message	-	
6.	Recognize the speaker's attitude.	1. Students identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages	-	
7.	Synthesize and evaluate by drawing logical inferences and conclusions.	1. Students demonstrate an understanding of the nature of inference	√	
		2. Students Identify the types of verbal and nonverbal information	√	
		3. Students Draw valid inferences from the information	√	
		4. Students Identify the information as evidence to support views	√	
		5. Students analyze the information and inferences in order to draw conclusions	√	
8.	Recall the implications and arguments	1. Students Identify the arguments used to justify the speaker's position	√	
		2. Students State both the overt and implied arguments	-	
9.	Employ active listening techniques when appropriate	1. Students Identify the cognitive and affective dimensions of a message	√	
		2. Students demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent	-	
		3. Students demonstrate comprehension by paraphrasing the speaker's message	√	

**Documentation of inerview**



## BIOGRAPHY



Putri Wahyuni was born in Curup, Air dingin Pal 100 on November 30<sup>th</sup> 1996. She is the first daughter of Mr. Sarwanto and Mrs. Dianti. She has two sisters, their names are Indah Juwita and Suci Rahmadani. She finished her studied in elementary school at SD 15 Kepahiang in 2008. Then, she continued her study to Junior High School at SMP N 01 Kepahiang in 2008 to 2011. After that, she became a student of Senior High School at SMK N 2 Kepahiang in 2011 to 2014. For the next education program, she decided entering Institute College for Islamic Studies (IAIN) Curup and selected English Tadris Study Program as her faculty and she was graduated in 2019.