

**Cable TV: Bringing Home Native Speaker To Increase
Listening Comprehension Of The Students Of English
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Abstract

This study investigated the use of cable TV to increase listening comprehension of the students of English education department of Muria Kudus University. The aims were to find out: (1) the listening comprehension achievement of the students taught by using cable TV, (2) the students' response towards the teaching of listening comprehension class by using cable TV, and (3) the students' difficulties when being involved in the listening class taught by using cable TV are. A classroom action research was conducted with three cycles. The data was collected by using test, observation checklist, & a questionnaire. The subject consisted of 29 students joining Advanced Listening class. The findings show that: (a) The listening comprehension achievement of the students taught by using cable TV in cycle I, II, & III is fair, (b) The students have enthusiasm and seriousness and motivation in joining the class in all cycles, (c) In cycle III the students' difficulties when being involved in the listening comprehension class taught by using cable TV are more and more decreasing.

Keywords: cable TV, listening comprehension

Introduction

Learning English as second language is not an easy things for such Indonesian students. In fact, they have been studying English since they were in Junior High School, or even Elementary school up to University, but they have got less satisfactory result. For the problem encountered, the most effective and strategic approach needs choosing. *Effective* and *strategic*, here, are in accordance with the cheapest cost and the most perfect result. There are a couple of methods to acquire second language well, e.g. by keeping in touch with native speakers, going to the countries where English is the mother-tongue, or utilizing the models of learning English available on books, compact disks, and cassettes. Inviting native speakers and going to where native speaker lives, of course, spend much money, and models of learning English through electronic devices, now and then, still need updating.

The core topic of this research is inspired by the ineffective implementation of using native speaker as a model of learning English in our English Education Department of Teacher Training and Education Faculty Muria Kudus University. We have spent much money to invite native speaker to be a model and a counterpart of learning English. Yet, the program did not run smoothly, particularly because of the expensive cost for inviting native speaker, and our students are less responsive to practice their English language skills utilizing the native speaker. Some students do not feel confident to start interacting with the native speaker because of their poor English; even though they have been motivated and expensively facilitated. As a matter of fact, we are doing a new effort by building *self-access room* (SAR) facilitated by cable TV.

Cable TV is a kind of common media of audio-visual broadcasting using parabola antenna to transfer TV waves from the TV stations until the viewers' TV set at home. Hundreds TV channels with various programs can be downloaded from that device. In term of the use of cable TV as a

medium for teaching English, only English speaking TV programs are chosen.

Through this research I try to describe the alternative approach in the process of SLA assumed to be more effective and more strategic than the others already cited. This research is then hoped to be able to offer simple ways of maximizing cable TV programs in acquiring second language. Cable TV is again nominated to imperfect the current approaches. Subscribing cable TV, of which programs are all in English, brings native speaker home. Besides the relatively cheap money, cable TV performs up to date models of learning English. Again, it offers us both aids for learning English and attractively fantastic entertainments, and it can support the students to enrich their own language skills by maximizing it autonomously since that device is available to be self-accessed by the students.

Referring to the observation I have done during my being the lecturer of Advanced Listening classes, listening might be the most difficult one among the other language skills (speaking, reading, and writing) due to still the unsatisfactory listening comprehension achievement of the students of English Education Department Teacher Training and Education Faculty Muria Kudus University.

This research aims at finding out the answer of the listening comprehension achievement of the students taught by using cable TV; the students' engagement in listening comprehension class taught by using cable TV; the students' difficulties when being involved in the listening class taught by using cable TV

Second Language Acquisition (SLA)

In order to investigate SLA, it is important to establish clearly what is meant by the term. A number of key questions need to be addressed so that the reader is clear what positions researchers have taken up in

order to study how a second language (FL) is learnt. The points considered below are all central to an understanding of how researchers have approached examining SLA.

SLA assumes interest only if it is possible to identify aspects that are relatively stable and hence generalizable, if not to all learners, then at least to large groups of learners. SLA stands in contrast to *first language acquisition*. It is the study of how learners learn an additional language after they have acquired their mother tongue. The study of language learner language began with the study of first language acquisition.

SLA is sometimes contrasted with second language learning on the assumption that these are different processes. The term *acquisition* is used to refer to picking up a second language through exposure, whereas the term *learning* is used to refer to the conscious study of a second language. In other occasions, it is still accepted that *acquisition* and *learning* can be used interchangeably, irrespective of whether conscious or subconscious processes are involved (Ellis, 1987:6).

To sum up, the term *SLA* refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting. It covers the development of phonology, lexis, grammar, and pragmatic knowledge, but has been largely confined to morph syntax. The process manifests both variable and invariable features. The study of SLA is directed at accounting for the learner's competence, but in order to do so have set out to investigate empirically how a learner performs when he or she uses a second language.

SLA Learner's Strategies

The proliferation of terms and concepts, so characteristic of accounts of every aspect of procedural knowledge, is perhaps most evident in discussions of learning strategies. Strategies as varied as memorization, overgeneralization, inference, and prefabricated patterns have all been

treated under general heading of *learning strategies*. In addition, there is constant reference to the process of hypothesis testing, which underlies in a rather ill defined way the operation of the more specific strategies.

Formulaic Speech

Formulaic speech has been considered to consist of *expressions that are learned as unanalysable wholes and employed on particular occasion* (Lyons, 1968:177). It can be observed in the speech of native speakers as well as learners. Krashen and Scarcella (1982) distinguish between *routines* and *patterns*, to refer respectively to whole utterances that are only partially unanalysed and have one or more open slots (e.g. *Can I have ____?*). Ellis (1984c) also suggests that formulaic speech can consist of entire *scripts*, such as greeting sequences, which the learner can memorize because they are more or less fixed and predictable.

Formulaic speech has been observed to be very common in SLA, particularly in the early stages of development. It figures frequently in the speech both of the child learners (Huang and Hatch, 1978) and of adult learners (Hellwig, 1983) in naturalistic SLA, and also in some classroom learners (cf. Ellis, 1984). The particular unanalysed chunks that are learnt are likely to vary from learner to learner, but the following appear to be typical: *I don't know*; *Can I have a ____?*; *There is no ____*; *What's this?*; *I wanna ____*; *This is a ____*; *How do you do?*

I can't speak English

Each formula is closely tied to a particular communicative goal. Ellis (1984a), for instance, notes that three classroom learners rapidly developed a number of formulas to meet the basic communicative needs in EFL classroom where English functioned as the medium of communication. Krashen and Scarcella, again, suggest that learners develop formulas as a response to communicative pressure. In other word,

they memorize a number of ready-made expressions to compensate for lack of sufficient FL rules to construct creative speech. Krashen (1982) individually argues that formulaic speech occurs when the learner is forced to speak before he is ready. Left to his own devices, he will engage in a silent period, while he builds up sufficient FL rules to speak creatively. The important point, however, is that formulaic speech is closely tied to the performance of specific meanings, and that it is common in early SLA because it reduces the learning burden while maximizing communicative ability.

In the case of formulaic speech the learner may operate a strategy of *pattern memorization*. He attends to the input and identifies a number of commonly occurring whole utterances in terms of the contexts in which they are used. The extent to which the strategy of pattern memorization is invoked is a product of the type of input the learner receives. Pattern memorization is a psycholinguistic strategy. It occurs without the learner needing to activate it consciously and it has no overt manifestation.

Besides, the product – the patterns themselves – can also result from another, related strategy. *Pattern imitation* is the behavioural equivalent of pattern memorization. It is a behavioural strategy because it is usually consciously activated and because it can be observed when it takes place.

Creative Speech

Creative speech is the product of FL rules. These are *creative* in the Chomskian sense that permit FL learner to produce entirely novel sentences. They are the rules that constitute the learner's inter language system and which account for the *natural* sequence of development. They are *variable* in that they permit the learner to vary his performance according to both the linguistic and the situational context.

Faerch and Kasper (1980; 1983b) provide a framework, which can be used to consider these strategies systematically. They distinguish strategies involved in *establishing* inter-language rules, and strategies involved in *setting* inter-language knowledge automatic. There are then two general strategies in creative speech:

1. Simplification

Many of the early inter-language publications recognized that learners seek to ease the burden of learning in various ways. Richards (1974) defines *strategies of assimilation* as attempts to reduce the learning burden. FL learners tend to find the simplest and easiest way to acquire second language.

Simplification is evident in the use of a number of strategies. Widdowson (1975b) has suggested that Selinker's five inter-language processes are tactical variations of the same underlying simplification strategy. Thus, for example, *transfer* involves the use of L1 or L2 as a basis for forming hypotheses about the FL, while *overgeneralization* involves the use of existing FL knowledge by extending it to new inter-language forms. Both strategies can be seen as manifestations of the same basic strategy relying on prior knowledge to facilitate new learning (Taylor, 1975; McLaughlin, 1978a).

2. Inferencing

Inferencing is the means by which the learner forms hypothesis by attending to input. That is, in cases where the appropriate FL rules cannot be successfully derived by means of transfer or overgeneralization of existing inter-language knowledge, the learner will need to induce the rule from the input.

3. Intralingua Inferencing

It involves a process similar to that of pattern analysis of formulaic speech, the difference being that in this case the learner operates on external

FL data rather than internal FL data. Inter lingual inferencing, then, is the result of intake analysis. The use of strategy may be governed by innate linguistic or cognitive predispositions to attend to specific features of input.

4. Extralingual Inferencing

It is one of the most powerful devices available to the learner for building hypothesis from external input. It consists of paying attention to features of the physical environment and using these to make FL input comprehensible. By observing the non-linguistic correlates of utterances, the learner can convert input that is beyond his competence into intake. McNamara (1972) talks to the L1 using meaning as a clue to language as a clue to meaning. The same must also hold true for FL learner, including the adult learner. The situational context of a speech act enables the learner to work out meanings right from the start of SLA. Extra lingual inferencing, therefore, serves as the principal means that the beginner uses to formulate hypotheses from the external input. It continues to be important throughout SLA.

Cable TV

Defining what cable TV is in line with what so called HDTV. It refers to High Definition Television, which is the new entrant and future of cable television. According to the promoters of HDTV and people who have had a chance to witness it, HDTV is definitely the talk of the television industry. While watching sports on HDTV it can not only be seen the action in all its glory, but also every blade of grass on the sports field.

HDTV is a kind of a digital television broadcasting system. Digital signal refers to the ones and zeros that a computer reads, and gives much better sound and picture quality than normal cable television.

Regular cable television uses cables to send signals to your television, which usually displays the signals in 525 tiny lines across the television screen. With HDTV Cable TV, the signals are digital and can thus give displays in 720 or 1080 lines, which translates into a much superior picture quality. The aspect ratio in HDTV is 16:9 and is more than the regular 4:3 ratio. This gives better resolution in HDTV than in regular cable television and sometimes as much as ten times more.

HDTV compresses digital data which allows up to 6 times more information to be sent in the same range of radio waves as of one analog cable channel. So any broadcaster can send multiple data waves through the limited airwaves they are allowed to use. This is known as multicasting and is not available with regular cable television.

HDTV can be obtained by getting a digital converter for the analog television. Although this will not give you the full experience of HDTV Cable TV, it will still be much better than the normal cable transmission. Newer television sets will be made with integrated receivers to avail of HDTV, but a separate set top box will be needed to get the programs.

HDTV Cable TV uses a superior technology and is thus better than digital cable television. The cable television industry is now promoting HDTV Cable TV as more services also translate into better profits. It is estimated that by the end of 2006, almost all cable television subscribers will be using HDTV Cable TV (Karenina, 1994).

Research method

This research is an action research with 3 cycles which is conducted to improve the quality of teaching. The process of the research will follow what Mills (2000) proposed. A series of cycling activity consists of planning, acting, observing, and reflecting. The subjects of the research are 29 students of Advance Listening class A of English Education

Department of Muria Kudus University Academic Year 2008/2009. The instruments used were a cloze-test procedure to measure students' listening comprehension, an observation checklist and a questionnaire. The aspect which is observed is students' participation which includes paying attention, being enthusiastic, responding to questions, asking questions, making effort to solve problems, and accomplishing tasks. A questionnaire is used to find out students' difficulties encountered when joining the class.

Since the study is about implementing Cable TV in Listening class, the teaching materials are based on the TV's programs, such as news and documentary files. There were six texts in six meetings. The topics were: news and documentary files such as: ceremony to rid , device to clean water, experience of visiting Hong Kong and chocolate, politics in Argentina, animal conservation, snapshots in some Asia countries.

Discussion and finding

The Listening Comprehension Achievement of the Students Taught by Using Cable TV

To see the most effective way of teaching listening comprehension by using Cable TV, the first aspect measured is the listening comprehension achievement of the students taught by using Cable TV. There were three (3) cycles in which three listening comprehension tests were given to the students after being taught by using three different ways of teaching listening comprehension by using cable TV. The detailed findings and analyses of test scores are presented in the following cycles:

Cycle I

The first test, as one of the series of action employed in this cycle, was given after presenting the first teaching of listening comprehension

by using Cable TV on Thursday 4 December 2008, which is designed as follows:

- a. Selecting the English programs in Al Jazeera channels on cable TV
- b. Asking the students to watch the selected English programs from Al Jazeera channels on cable TV
- c. Asking the students individually to answer several questions given by the lecturer following the selected English programs from Al Jazeera channels on cable TV.

Cycle II

Before giving the second test, the second teaching of listening comprehension by using Cable TV was presented also on Thursday 4 December 2008 with the following design:

- a. Choosing the English programs in Al Jazeera channels on cable TV
- b. Asking the students to make a group of five (5) students.
- c. Asking the students to watch the selected English programs from Al Jazeera channels on cable TV
- d. Asking the students in their own groups to discuss what they have just watched
- e. Asking them to present what they have discussed and answer some questions from the lecturer referring to what they have just watched and discussed

Cycle III

In line with the previous cycles, in this cycle the third test was also given after presenting the third teaching of listening comprehension by using Cable TV on Thursday 11 December 2008, but with the following different design of teaching:

- a. Choosing the English programs in Al Jazeera channels on cable TV
- b. Asking the students to make a group of five (5) students.
- c. Asking the students to watch the selected English programs from Al Jazeera channels on cable TV
- d. Giving some clues and keywords related to the English programs the students have already watched
- e. Asking the students in their own groups to answer several questions by the lecturer following the selected English programs from Al Jazeera channels on cable TV

The test in the first cycle was done by the students individually, and the tests in the second and third cycles were done by the students in group. The detailed scores of the students' tests in those three cycles are presented individually in a table. There were 29 students doing the first test in Cycle I, and in Cycle II the 29 students were grouped into each five member group. There are 6 groups consisting of 5 members and only a group consisting four members. The following table shows the recapitulation of the students' scores in each of the three cycles:

Table 1
Recapitulation of the Students' Scores of Listening Comprehension
Tests Taught by Using Cable TV

	Cycle I	Cycle II	Cycle III
Total Score	1535	1660	1695
Average Score	52.9	57.2	58.4
Achievement Category	Fair	Fair	Fair

The table above shows that the listening comprehension achievement of the students taught by using cable TV in Cycle I, Cycle II, and Cycle III is categorized fair. The students' scores of listening comprehension tests are 52.9 in Cycle I; 57.2 in the Cycle II; and 58.4, the highest score, in Cycle III.

From the findings, it can be seen that the increasing of the students' listening comprehension achievement from Cycle I, Cycle II, and Cycle III does not seem so significant. Having a class of listening comprehension in Self Access Room (SAR) and tuning in the English programs from Cable TV are new things for the students. Besides, using conventional language laboratory by playing cassettes or compact discs has been familiar for the students. They usually have more chance to listen to the spoken texts more than once since the conventional language laboratory enables the lecturers to replay the material. Otherwise, although completed with audio visual facilities, SAR in which Cable TV is used does not enable the lecturers to replay the material, due to all the English programs are directly broadcasted from the TV stations. That is why the students' score are just categorized fair, and they do not increase significantly.

In Cycle III the students get the highest score (58.4). The score is taken from the third test given after the students are taught listening comprehension by using Cable TV by using the third lesson plan which is specially designed as follows:

- a. Choosing the English programs in Al Jazeera channels on cable TV
- b. Asking the students to make a group of five (5) students.
- c. Asking the students to watch the selected English programs from Al Jazeera channels on cable TV
- d. Giving some clues and keywords related to the English programs the students have already watched
- e. Asking the students in their own groups to answer several questions by the lecturer following the selected English programs from Al Jazeera channels on cable TV

Actually the design of the lesson plans in Cycle I, Cycle II, and Cycle III are not far different, but in Cycle III point d and point e the students get some clues and keywords related to the English programs

the students have already watched and answer the questions given in groups; while in Cycle I the students just watch Cable TV and answer the questions related to the English programs individually; and in Cycle II after watching the English programs from Cable TV, the students discuss that English programs in group, and also answer the questions given in groups.

In other word, the design of the lesson plan in Cycle III is the most effective, for seeing that the students get the highest score of the listening comprehension in Cycle III. In addition, they start being engaged with accustomed to the English programs from Cable TV, since in Cycle III they have already watched the similar English program three times.

The Students' Engagement towards Listening Comprehension Class Taught by Using Cable TV

In order to find the most effective way of teaching listening comprehension by using Cable TV, beside using test, observation was used to measure the level of the students' engagement towards that kind of teaching. There is one observation sheet employed in each of those three cycles. A co-researcher, Nuraeningsih, helped the researcher fill those observation sheets, while the researcher did the teaching of listening comprehension class by using cable TV in all cycles. The detailed findings and analyses of observation results are presented in the following cycles:

Cycle I

The first observation was done on Thursday, 4 December 2008. It was done to observe how the students' engagement towards the first model of teaching listening comprehension is like. It was then focused on the following aspects:

- a. The students' enthusiasm to have a class of Listening Comprehension II by using Cable TV in SAR's home theatre.

- b. The students' enthusiasm to watch the selected English programs on the Cable TV.
- c. The students' seriousness to concentrate on watching the selected programs on cable TV, particularly when they find difficulties in understanding the selected programs on cable TV.
- d. The students' seriousness to try hard doing individually the questions adapted from the selected programs on cable TV
- e. The students' freedom to get involved in the teaching by delivering questions or clarification towards the lecturer's way of teaching.

Cycle II

The second observation was also done on Thursday 4 December 2008. It still aims at observing how the students' engagement towards the first model of teaching listening comprehension is like. The aspects observed in this cycle are:

- a. The students' enthusiasm to have a class of Listening Comprehension II by using Cable TV in SAR's home theatre.
- b. The students' enthusiasm to watch the selected English programs on the Cable TV.
- c. The students' seriousness to concentrate on watching the selected programs on cable TV, particularly when they find difficulties in understanding the selected programs on cable TV.
- d. The students' seriousness to try hard doing, in group, the questions adapted from the selected programs on cable TV
- e. The students' freedom to get involved in the teaching by delivering questions or clarification towards the lecturer's way of teaching.

Cycle III

The third observation was done one week later after the first and second cycles, on Thursday 11 December 2008. Still having the same purpose as the first and second observations do, the third observation was focused on observing the following aspects:

- a. The students' enthusiasm to have a class of Listening Comprehension II by using Cable TV in SAR's home theatre.
- b. The students' enthusiasm to watch the selected English programs on the Cable TV.
- c. The students' enthusiasm to get some clues and keywords related to the selected English programs on Cable TV
- d. The students' seriousness to concentrate on watching the selected programs on cable TV, particularly when they find difficulties in understanding the selected programs on cable TV.
- e. The students' seriousness to try hard doing, in group, the questions adapted from the selected programs on cable TV
- f. The students' freedom to get involved in the teaching by delivering questions or clarification towards the lecturer's way of teaching.

The table 2 indicates that the students' engagement towards the teaching of listening comprehension class by using Cable TV covers: the students' enthusiasm, seriousness, and motivation to get involved in such a kind of teaching listening comprehension.

Table 2
Recapitulation of the Observation Results the Students' Engagement
towards the Teaching of Listening Comprehension Class by Using
Cable TV

No	Aspects Observed	CI	CII	CIII	Note
1	2	3	4	5	6
1.	The students' enthusiasm to have a class of Listening Comprehension II by using Cable TV in SAR's home theatre.	v	v	v	It was the first time for the students to have a class of Listening Comprehension II by taught by using Cable TV in SAR's home theatre. They seemed curious to have a new media of teaching listening
2.	The students' enthusiasm to watch the selected English programs on the Cable TV.	v	v	v	It was the first time for the students to have the material of Listening Comprehension II taken from Cable TV. It was new and challenging thing.
3.	The students' enthusiasm to get some clues and keywords related to the selected English programs on Cable TV			v	The clues were very helpful for the students, since the material would be played once and could not be repeated
4.	The students' seriousness to concentrate on watching the selected programs on cable TV, particularly when they find difficulties in understanding the selected programs on cable TV.	v	v	v	The students knew that the material would be played once and could not be repeated
5.	The students' seriousness to try hard doing individually the questions adapted from the selected programs on cable TV	x			The students are so hard not to cheat

Summing up from the table above, the students have enthusiasm and seriousness, and motivation in joining such kind of teaching in all cycles. Only in Cycle I the students were not serious to do the questions individually, since they still could not avoid of cheating. Besides, in Cycle I the students had no motivation to give clarification towards something unclear, since it was in the first time to join such a kind of teaching; they seem to have nothing to clarify.

From the recapitulation of the observation result displayed in the findings of this research, there are three aspects observed dealing with the students' engagement towards listening comprehension class taught by using Cable TV: (1) students' seriousness, (2) students' enthusiasm, and (3) students' motivation. Those three aspects are then broken into seven (7) detailed aspects: (i) the students' enthusiasm to have a class of Listening Comprehension II by using cable TV in SAR's home theatre; (ii) the students' enthusiasm to watch the selected English programs on the cable TV; (iii) the students' enthusiasm to get some clues and keywords related to the selected English program on cable TV; (iv) the students' seriousness to concentrate on watching the selected programs on Cable TV, particularly when they get difficulties in understanding the selected programs on cable TV; (v) the students' seriousness to try hard doing individually the questions adapted from the selected programs on cable TV; (vi) the students' seriousness to try hard doing, in group, the questions adapted from the selected programs on cable TV; (viii) the students' motivation to get involved in the teaching by delivering questions or clarification towards the lecturer's way of teaching.

Again, also from that recapitulation, in cycle I, cycle II, cycle III the students have good enthusiasm to have a class of Listening Comprehension taught by using cable TV in SAR's home theatre. As it was the first time for them so they seemed to curious with something

new and challenging from the English programs on cable TV. They usually have listening class in the conventional language laboratory facilitated with tape recorder, VCD player, and computer to play some recorded listening comprehension materials. Using those devices, there is a big chance to play the listening comprehension materials. Meanwhile, in fact the conversation, news, and other kinds of spoken language materials are just presented once, not repeated. The English program on cable TV provides those materials. Cable TV then gives challenge and situation as if they were in the live circumstance of the natural conversations, news and other kinds of spoken language materials which are conducted by native speakers.

Because of their curiosity, sense to be challenged, and consciousness to know what the materials will be only played once and not repeated, the students have good seriousness to concentrate on watching the English program on cable TV, and even they get more and more serious when they seem to find difficulties in understanding the materials presented on cable TV. This can be seen in all cycles of this research.

The Students' Difficulties when being Involved in the Listening Comprehension Class Taught by Using Cable TV

Finally, the level of the students' difficulties when being involved in the listening comprehension class taught by using Cable TV indicates how effective the way of teaching listening comprehension by using Cable TV. To measure the level of the students' difficulties in all cycles, 3 same questionnaires were used. The questionnaires contain 5 same questionnaire items in the form of questions. The students, after being tested and observed, were asked to answer the questions available in the questionnaire sheet according to the fact or condition they have in every cycle.

Table 3

Recapitulation of the Questionnaire Results of the Students' Difficulties when being involved in the Teaching of Listening Comprehension by Using Cable TV

No	Questionnaire Aspects	Cycle		
		I	II	III
1	2	3	4	5
1.	Catching the speakers' sentences			
	a. Students can catch the speakers' sentences	15 (64.29%)	17 (68.75%)	18 (72%)
	b. Students can not catch speakers' sentences	10 (35.71%)	8 (31.25%)	8 (31.29%)
2.	Understanding the meaning			
	a. Students can understand the meaning	14 (56%)	17 (68%)	21 (85.71%)
	b. Students can not understand the meaning	11 (44%)	8 (32%)	4 (14.29%)
3.	Level of understanding			
	a. Students have level of understanding of 0.25%	5 (25%)	2 (8%)	1 (4%)
	b. Students have level of understanding of 30.50%	20 (75%)	15 (60%)	12 (48%)
	c. Students have level of understanding of 60.75%	0 (0%)	8 (32%)	12 (48%)
	d. Students have level of understanding above 75%	0 (0%)	0 (0%)	0 (0%)
4.	Finding difficulties during watching Cable TV			
	a. students get difficulties	25 (100%)	14 (56%)	13 (52%)
	b. Students do not get difficulties	0 (0%)	11 (44%)	12 (48%)
5.	Difficulties			
	a. Concentration	4 (16%)	3 (12%)	2 (8%)
	b. Speech speed	21 (84%)	11 (44%)	10 (45%)
	c. Difficult to understand	5 (20%)	0 (0%)	0 (0%)
	d. Not used to (accustomed to) watching English program	1 (4%)	0 (0%)	0 (0%)
	e. Unclear pronunciation	10 (45%)	3 (12%)	2 (8%)
	f. Difficult vocabulary	10 (45%)	3 (12%)	2 (8%)
	g. Can't be replayed	6 (24%)	5 (20%)	0 (0%)
	h. Native's accent	1 (4%)	0 (0%)	0 (0%)
	i. Slow voice	2 (8%)	0 (0%)	0 (0%)
	j. No signal	2 (8%)	2 (8%)	2 (8%)

The table above shows that when being involved in the listening comprehension class taught by using Cable TV, the students find some difficulties. The difficulties include five (5) aspects. They are (i) catching the speakers' sentences, (ii) understanding the meaning, (iii) level of understanding, (iv) finding difficulties during watching Cable TV, and (v) difficulties.

The devices used are new as well as the way of teaching. It is a common matter if they get some difficulties in getting engaged and involved in such kinds of new media and way of teaching.

Those five aspects of difficulties are summed up to indicate in cycle I, cycle II and cycle III the students gradually and eventually eliminate the aspects of difficulties. In catching the speakers' sentences the number of students who can catch the speakers' sentences is more increasing. There are 15 (64.29%), 17 (68.75%) and 18 (72%) students who can catch the speakers sentence in cycle I, II and III. Meanwhile the number of students who can not catch the speakers' meaning is more decreasing. There are 10 (35.71%), 8 (31.25%) and 8 (31.25%) students who can not catch the speakers' sentences in the three cycles.

In the aspect of understanding the meaning, the number of students who can understand the meaning is also more increasing. There are 14 (56%), 17 (68%), and 21 (85.71%) students who can understand the meaning in cycle I, cycle II and cycle III. Meanwhile the number of students who can not catch the speakers' meaning is more decreasing. There are 11 (44%), 8 (32%), and 4 (14.29%) students who can not understand the speakers' sentences in the three cycles.

The level of understanding, the third aspects of difficulties, consists of the following:

- a. there are 5 (25%), 2 (8%), and 1 (4%) students who have the level of understanding of 0 – 25% in cycle I, cycle II and cycle III.

- b. there are 20 (75%), 15 (60%), and 12 (48%) students who have the level of understanding of 30 – 50% in cycle I, cycle II and cycle III.
- c. there are no (0%), 8 (32%), and 12 (48%) students who have the level of understanding of 60 – 75% in cycle I, cycle II and cycle III.
- d. No students 90%) has the level of understanding of above 75% in cycle I, cycle II, and cycle III.

The students' difficulties, step by step decrease, particularly in cycle III, due to they have got accustomed to being engaged in that kind of media and way of teaching. This has been actually seen in cycle II and in cycle III the students' difficulties more significantly decrease.

Conclusions and suggestion

The conclusions on the use of cable TV to increase students' listening comprehension can be drawn on the basis of the three research objectives. First, the listening comprehension achievement of the students taught by using cable TV in cycle I, II, & III is fair. The students' scores are 52.9 (C I), 57.2 (C II) & 58.4 (C III). Second, the students have enthusiasm and seriousness and motivation in joining the class in all cycles. And the third, in cycle III the students' difficulties when being involved in the listening comprehension class taught by using cable TV are more and more decreasing.

Based on the findings and the above conclusions, the researcher proposes some suggestions:

- (1) The way of teaching listening comprehension using cable TV is best recommended by giving some clues and keywords related to the selected English program and by grouping the students to discuss the material from the English program in cable TV and to answer the related questions.

- (2) Studies on the using cable TV conducted in listening comprehension can be tried out by applying various ways of teaching
- (3) Studies on the using cable TV can be conducted in other language skills

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