

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section of chapter 4 the writer describes about the result of research on the field based on the test result as the primary data to better understand about students' ability in listening to dialogues at the eighth grade of the MTsN Banjar Selatan 1 school year 2014/2015.

Before the writer did the test, the writer asked some suggestion from the English teachers about the way to do the research. They suggest the writer to explain to the students about the test, and tell them what they should do to answer the test.

To know about students' ability in listening to dialogues, the writer directly came to school to conduct a test on May 13th -15th 2015 at the eighth grade of MTsN Banjar Selatan 1 through 50 minutes for 40 questions which are in multiple choice and completion. From the total of the eighth grade students of MTsN Banjar Selatan 1, only 80 or 25% students enrolled the test taken of 300 students randomly.

The writer conducted a test three times for three days consecutively. One day one time to conduct a test because there are about 80 or 25% of students are tested. The first day writers take 30 students to be tested, the second day and third day 25 students.

The writer will describes about the students' test result in listening to dialogues. The test result can be seen in this following table:

Table 4.1 Descriptions of Students' Test Result in Listening to Dialogues.

No	Score for multiple choices	Score for Completion	Total Score	Interpretation
1	32.5	17.5	50	Low Category
2	25	12.5	37.5	Very Low Category
3	27.5	15	42.5	Very Low Category
4	22.5	12.5	35	Very Low Category
5	27.5	5	32.5	Very Low Category
6	30	10	40	Very Low Category
7	20	10	30	Very Low Category
8	30	10	40	Very Low Category
9	40	25	65	Fair Category
10	35	22.5	57.5	Low Category
11	37.5	12.5	50	Low Category
12	27.5	15	42.5	Very Low Category
13	32.5	15	47.5	Very Low Category
14	35	17.5	52.5	Low Category
15	37.5	22.5	60	Fair Category
16	27.5	12.5	40	Very Low Category
17	30	15	45	Very Low Category
18	30	17.5	47.5	Very Low Category
19	25	15	40	Very Low Category
20	45	35	80	Excellent Category
21	35	20	55	Low Category
22	22.5	10	32.5	Very Low Category
23	35	20	55	Low Category
24	27.5	22.5	50	Low Category
25	27.5	25	52.5	Low Category
26	30	15	45	Very Low Category
27	27.5	25	52.5	Low Category
28	30	27.5	57.5	Low Category
29	27.5	20	47.5	Very Low Category
30	37.5	25	62.5	Fair Category
31	25	12.5	37.5	Very Low Category
32	35	17.5	52,5	Low Category
33	25	15	40	Very Low Category

Continuing of table 4.1 Descriptions of Students' Test Result in Listening to Dialogues.

34	35	17.5	52,5	Low Category
35	25	12.5	37,5	Very Low Category
36	22.5	12.5	35	Very Low Category
37	42.5	32.5	75	Good Category
38	45	27.5	72,5	Good Category
39	35	32.5	67,5	Fair Category
40	40	20	60	Fair Category
41	47.5	35	82,5	Excellent Category
42	47.5	27.5	75	Good Category
43	42.5	30	72,5	Good Category
44	30	12.5	42,5	Very Low Category
45	10	7.5	17,5	Very Low Category
46	10	10	20	Very Low Category
47	47.5	35	82,5	Excellent Category
48	42.5	27.5	70	Good Category
49	42.5	25	67,5	Fair Category
50	32.5	27.5	60	Fair Category
51	35	30	65	Fair Category
52	42.5	32.5	75	Good Category
53	42.5	22.5	65	Fair Category
54	15	7.5	22,5	Very Low Category
55	25	12.5	37,5	Very Low Category
56	25	10	35	Very Low Category
57	12.5	7.5	20	Very Low Category
58	37.5	30	67.5	Fair Category
59	30	17.5	47.5	Very Low Category
60	35	12.5	47.5	Very Low Category
61	25	12.5	37.5	Very Low Category
62	32.5	20	52.5	Low Category
63	20	12.5	32.5	Very Low Category
64	20	12.5	32.5	Very Low Category
65	22.5	15	37.5	Very Low Category
66	10	5	15	Very Low Category
67	27.5	17.5	45	Very Low Category
68	27.5	15	42.5	Very Low Category
69	25	15	40	Very Low Category
70	35	22.5	57.5	Low Category
71	35	17.5	52.5	Low Category
72	17.5	12.5	30	Very Low Category
73	17.5	12.5	30	Very Low Category
74	30	15	45	Very Low Category
75	15	12.5	27.5	Very Low Category

Continuing of table 4.1 Descriptions of Students' Test Result in Listening to Dialogues on Multiple Choices

76	7.5	5	12.5	Very Low Category
77	17.5	10	27.5	Very Low Category
78	25	12.5	37.5	Very Low Category
79	35	15	50	Low Category
80	22.5	0	22.5	Very Low Category
Tot	2367.5	1407.5	3775	

As shown in the table above, based on the result of the listening to dialogues test at the eighth grade of MTsN Banjar Selatan 1 school year 2014/2015, it is found the data that the highest score is 82.5 and the lowest score is 15. The accumulated score is 3775.

The highest score of students at the eighth grade of MTsN Banjar selatan 1 in school year 2014-2015 in listening to dialogues on multiple choice is 47.5 and the lowest score is 10, the mean score for the ability is $2367 : 80 = 29.60$ (29.59375).

For listening to dialogues on completion the highest score of students at the eighth grade of MTsN Banjar selatan 1 in school year 2014-2015 is 35 and the lowest score is 0, the mean score for the ability is $1407.5 : 80 = 17.60$ (17.59375).

As shown in the table above, the highest score of students at the eighth grade of MTsN Banjar Selatan 1 school year 2014/2015 in listening to dialogues is 82.5 and the lowest score is 12.5.

To know the students' ability in listening to dialogues at the eighth grade of MTsN Banjar Selatan 1 school year 2014/2015, the writer uses the mean as follow:

$$M = \frac{\sum x}{N}$$

$$M = \frac{3775}{80}$$

$$80$$

$$M = 47.19 (47.1875)$$

Based on the calculation from the result, it is obtained that the mean of ability of the eighth grade students' MTsN Banjar Selatan 1 in listening to dialogues school year 2014/2015 is 47.19 which is got from the score for multiple choice is 2367.5 and the score for completion is 1407.5. Thus, the total score of students that is 3775 and divided with the number of students that are 80. Based on this result can be said that the students' ability in listening to dialogues at the eighth grade of MTsN Banjar Selatan 1 school year 2014/2015 is categorized into **very low** category.

Therefore, based on the result the mean score of the students is 47.19. it can be concluded that the ability of the eighth students of MTsN Banjar Selatan 1 in listening to dialogues is in very low category.

To know more clearly about students' ability in listening to dialogues, it can be seen in the following table.

Table 4.2 The Frequency Distribution of the Students' Test Result and the Classification.

No	Score	F	%	Category
1	0 – 49	45 students	56.25%	Very Low
2	50 – 59	16 students	20%	Low
3	60 – 69	10 students	12.5%	Fair
4	70 – 79	6 students	7.5%	Good
5	80 – 100	3 students	3.75%	Excellent
	Total	80 students	100 %	

The table above, shows that there are 45 students in very low category which the percentage is 56.25% from the total subjects, 16 students (20% from the total subjects) got the score 50-59 (low category), 10 students (12.5% from the total subjects) got the score 60-69 (fair category).

From 30 sample students, 6 students (7.5 % from the total subjects) got the score 70-79 (good category) and there are 3 students (3.75% from the total subjects) got the score 80-100 (excellent category).

B. Discussion

This subchapter is intended to discuss result of the data analysis and their interpretation which could be derived from the analysis. This part deals with the result of the score based on the test. It covers the ability in listening to dialogues.

All the data obtained from the listening test are reported in detail as the result of this research. Then the researcher needs to analyze the students' ability in listening to dialogues.

In this study there is one statement of problem that is how is the students' ability in listening to dialogues at the eighth grade of MTsN Banjar Selatan 1 school year 2014/2015.

The result of listening test conducted shows that the ability of students' at the eighth grade of MTsN Banjar Selatan 1 is in **very low** category. The teacher always uses her voice in teaching listening, its better that the teacher improve listening material by audio sound. From the students' average score in listening dialogues it can be seen that they can not reach the excellent qualification because the students have problems, based on event in the field directly the writer found that their problems are internal factor ability to distinguish sounds, intonation pattern, voice qualities and similar sounds in the native language, getting the perception of an entire message produced by the speaker, holding the message in their auditory memory until it can be processed, decoding what the speaker has said.

The students' low ability in listening to dialogue is influenced by students' low concentration. When the writer conducted a test, students said directly when the audio is played that there are several audio listening that voice is not clear, and they are also disturbed by the atmosphere outside the classroom are noise, because the listening test is conducted in the classroom cause their concentration disturbed. Underwood (1989) stated that listeners

can lose their concentration if the recording is in a poor quality or they are disturbed by outside noises. Moreover, one of the most common problems encountered by students is the way English words are pronounced but unfortunately this aspect of English cannot be overlooked as pronunciation of English can cause students problems in recognition, and therefore in comprehension (Rixon, 1986, p. 38). Students can find it difficult to comprehend with the fact that there are different ways how to pronounce the same sound.

The students' low ability in listening to dialogue is also influenced by students' lack of vocabulary, also they are unaware of sounds and words while doing listening to dialogues. For listeners who do not know all vocabulary used by the speaker, listening can be very stressful as they usually start thinking about the meaning and as a result of this they miss the following information. Ur (1984) claims that learners believe that everything that is said on the recording is equally important to the main meaning and their efforts to understand everything lead in ineffective listening and can also cause that students feel that they did not succeeded. Another problem that causes students' low ability in listening to dialogues is that students cannot always make the speaker repeats what they have just said. Underwood (1989) stated that if the recordings are under the students' control they can be played over and over again but this is not possible in everyday classroom environment where the teacher decides whether they will listen to the recording again or not.

Another problems also caused by the language, a majority of recordings played in the classrooms contain language that is slower, formal and speakers speak clearly but the listening outside of the classrooms does not possess these qualities and contains informal colloquial phrases and teachers preparing their students for real-life listening should know about these features. According to Hedge (2000) there are a lot of differences between classroom recordings and natural speech. For example the language used in classrooms has these characteristics slow pace of the speech with very limited variation, clear intonation patterns, words are carefully articulated, the language is more formal and background noises are usually missing, whereas natural speech have these features such as a vast variety of the speed of the language, is very often fast; contains natural intonation and the common features of connected speech, is full of colloquial language and background noises (Hedge).

Furthermore, the students think that when doing listening to dialogues test, they often feel that the audio is too fast, difficult to understand by them. The other reason is that the students do not understand the language and accent that used by the speaker in audio. Many students feel that one of the greatest difficulties they have to deal with during listening exercises in comparison with reading exercises is the lack of possibility how to control the speed of speakers' speech. Students believe that during the listening they can miss important information and in contrast to reading they cannot re-listen to it. This statement related to Underwood (1989) that stated some students can

be busy with the meaning of certain words from the second part or they can stop listening as they are not able to select the correct information so quickly.

The writer also found that students in listening need to hear things more than once. When the writer conducted a test, they request to the writer that the material is played back for repeated several times. The writer repeated it three times; it was still a lot of students who are less able to understand the listening material. On the article “*Difficulties and Strategies in listening Comprehension*” mentioned that students’ difficulties because the students need to hear things more than once, there are very good pedagogical reasons for exposing learners to hear more than once. But the fact remains that in real life, they are often going to have to cope with ‘one-off’ listening; and we can certainly make useful contribution to their learning if we can improve their ability to do so. We can, for example, try to use texts that include ‘redundant’ passages and within the essential information is presented more than once not too intensively; and give learners the opportunity to request or repletion during the listening. In listening practice, learners have to focus and listen carefully to the listening material. Careful listening that is required to discriminate distinct sounds and patterns and to segment the stream of speech into words and phrases is not an easy skill for most adolescent and adults to master in a second or foreign language.

Based on the writer’s opinion the students’ difficulties above is influenced by several factors, the factors can be measured of the ability of each student. According to Samuels (1984) the factors that influence students’

difficulties are internal factors, intelligence, language facility, vocabulary, background knowledge, and speech registers.

internal factor ability to distinguish sounds, intonation pattern, voice qualities and similar sounds in the native language, getting the perception of an entire message produced by the speaker, holding the message in their auditory memory until it can be processed, decoding what the speaker has said.

A person may have difficulty with listening comprehension, which is greatly influenced by the level of *intelligence* that person has attained. A person with low level of intelligence will have a harder time comprehending and understanding a speaker. On the other hand, a person that has a high level of intelligence will better understand the message intended by the speaker.

Language facility. The ability to segment and analyze speech accurately and automatically into appropriate units is very important when listening to spoken language. For example, when trying to understand a foreign language, a person uses so much attention trying to identify words and phrases that the message and meaning get lost. The reason for loss of the message when one cannot segment automatically is that the amount of attention each individual has for information processing at any given moments is limited. Some of the processes use small amounts of attention while others require larger amount. The most effective way to utilize attention, since the amount of attention kept by a listener is limited, would be to allocate the smallest amount of attention

possible to the various cognitive tasks. Little attention is needed when the tasks are simple and can be easily accomplish. If the segmenting can be done automatically and accurately, the limited attention capacity of listener is not too heavily burdened. Whatever attention capacity remains after the segmenting tasks have been completed can be used for other tasks necessary for actually understanding the message.

Vocabulary. Knowledge of the vocabulary used by the speaker is another quality for good listening comprehension. Some words have many meanings when used in different contexts. Most people can only identify the most common meaning of a word. In order to become an effective listener, one must understand a broader range of vocabulary.

Background knowledge. Background knowledge about a topic is also an important variable that can influence listening. Even if a person has mastered the skill of analyzing speech accurately and automatically, lack of basic background knowledge can cause reduced listening comprehension.

Speech register. Speech registers refer to the different styles of language a person uses in a given social context. The speech style that is used can differ depending on the opinions of the participant –“whether they view the situation as being serious or casual, formal or informal, high personal risk or low personal risk, and their notions of the status and power of the other people in the social context relative to their own power”.

