

## **CHAPTER IV**

### **REPORT OF THE RESEARCH RESULT**

#### **A. Description of Research Location**

MAN Negara is located in central Negara, at Tambak Bitin street no. 33 East Daha, Negara South Hulu Sungai Selatan Regency. It is about 1 kilometer from the capital of South Daha or 30 kilometers from the capital of South Hulu Sungai Regency (Kandangan). MAN Negara can be passed by motorcycle or car on the land and by boat in the river. MAN Negara has been led by some headmasters that can be seen in appendix 1.

In 2011, MAN Negara has 36 teachers including the headmaster and the vices of headmasters. There are seven administration staff. Some of them are university graduates and government employees. More information about them can be seen in the appendix 2 as well.

The total number of students at MAN Negara in academic year 2011/2012 is 591 students. They are divided into 15 classes. There are 215 students in the tenth grade, 190 students in the eleventh grade, and 186 students in the twelfth grade. Every grade is divided into 5 classes. The total number of the students can be seen in the appendix 3.

MAN Negara has enough facilities for supporting the process of teaching and learning and achieving its educational goals. To make the clear description, they can be seen in appendix 4.

## **B. Data Presentation**

In this data presentation, the writer describes the result of research on the field based on the test as the primary data. To have better understanding about the students' difficulties in learning listening and the dominant category of difficulties in listening at the eleventh grade of MAN Negara, the following data presentation shows it.

### **1. Description about the Students' Difficulties in Learning Listening at the Eleventh Grade of MAN Negara Academic Year 2011/2012**

To better understand the students' difficulties in learning listening, the writer conducted a test on March 12th-14th 2012 at language laboratory of MAN Negara. Because the language laboratory is only provided for twenty students, the writer divided the subject into two groups for every class. Every group has 30 questions for 45 minutes.

Based on the result of the test at the eleventh grade of MAN Negara in academic year 2011/2012, it is found that the highest score is 60 and the lowest score is 16. The accumulated score is 6504. The test result can be seen in this following table:

Table 4.1 the Students' Test Result in Listening

Class XI IPA 1

Subject Number	Phoneme Discrimination	Multiple-Choice Items	Fill in the blank	Score	Category
1	18	18	6	42	High
2	14	16	0	30	Average
3	20	16	2	38	Average
4	18	8	0	26	Average
5	20	12	4	36	Average
6	18	18	10	46	High
7	20	12	0	32	Average
8	18	8	2	28	Average
9	16	6	0	22	Average
10	16	14	2	32	Average
11	16	10	0	26	Average
12	18	16	6	40	High
13	18	12	0	30	Average
14	16	16	0	32	Average
15	18	14	2	34	Average
16	20	14	4	38	Average
17	20	12	2	34	Average
18	18	18	4	40	High
19	20	18	6	44	High
20	18	16	6	40	High
21	20	6	2	28	Average
22	20	12	2	34	Average
23	18	18	6	42	High
24	16	14	4	34	Average
25	16	16	4	36	Average
26	20	14	4	38	Average
27	18	16	2	36	Average
28	18	12	2	32	Average
29	18	16	2	36	Average
30	18	14	4	36	Average
31	16	16	4	36	Average
32	18	16	2	36	Average
33	20	12	4	36	Average
34	18	18	6	42	High

35	20	16	4	40	High
36	16	4	0	20	Average
37	18	16	6	40	High
38	18	16	6	40	High
39	18	8	6	32	Average
Total	704	534	126	1364	

Class: XI IPA 2

Subject Number	phoneme discrimination	Multiple-choice items	Fill in the blank	score	category
1	20	14	0	34	Average
2	16	6	0	22	Average
3	18	14	0	32	Average
4	18	10	4	32	Average
5	20	10	0	30	Average
6	18	10	2	30	Average
7	16	10	0	26	Average
8	20	4	0	24	Average
9	18	8	6	32	Average
10	20	12	0	32	Average
11	16	4	0	20	Average
12	18	18	4	40	High
13	16	14	6	36	Average
14	20	16	4	40	High
15	18	16	6	40	High
16	16	16	2	34	Average
17	20	12	0	32	Average
18	16	8	0	24	Average
19	20	8	2	30	Average
20	18	14	0	32	Average
21	16	16	0	32	Average
22	16	12	0	28	Average
23	18	8	0	26	Average
24	20	10	4	34	Average
25	20	12	10	42	High
26	20	18	4	42	High

27	20	14	0	34	Average
28	20	8	0	28	Average
29	16	12	6	34	Average
30	18	14	4	36	Average
31	18	12	2	32	Average
32	20	10	2	32	Average
33	18	10	4	32	Average
34	20	6	0	26	Average
35	18	16	0	34	Average
Total	640	402	72	1114	

Class: XI IPS 1

Subject Number	phoneme discrimination	Multiple-choice items	Fill in the blank	score	category
1	18	10	0	28	Average
2	20	16	6	42	High
3	16	10	0	26	Average
4	18	8	0	26	Average
5	18	16	2	36	Average
6	14	6	0	20	Average
7	16	14	4	34	Average
8	18	10	4	32	Average
9	18	12	0	30	Average
10	16	16	4	36	Average
11	12	8	0	20	Average
12	18	10	0	28	Average
13	18	12	0	30	Average
14	20	10	2	32	Average
15	18	10	4	32	Average
16	14	10	0	24	Average
17	12	12	4	28	Average
18	14	10	0	24	Average
19	18	10	2	30	Average
20	14	14	0	28	Average
21	20	20	6	46	High
22	18	16	0	34	Average

23	18	12	4	34	Average
24	18	10	2	30	Average
25	18	18	4	40	High
26	20	14	2	36	Average
27	20	20	6	46	High
28	18	16	2	36	Average
29	20	10	2	32	Average
30	16	12	0	28	Average
31	18	12	6	36	Average
32	16	10	0	26	Average
33	18	14	2	34	Average
34	18	10	4	32	Average
35	20	18	6	44	High
36	16	14	6	36	Average
37	16	8	0	24	Average
38	12	14	4	30	Average
39	14	12	0	26	Average
40	18	10	2	30	Average
Total	682	494	90	1266	

Class: XI IPS 2

Subject Number	phoneme discrimination	Multiple-choice items	Fill in the blank	score	category
1	20	8	2	30	Average
2	20	8	0	28	Average
3	20	8	2	30	Average
4	16	14	2	32	Average
5	20	12	2	34	Average
6	20	10	2	32	Average
7	18	6	0	24	Average
8	18	6	0	24	Average
9	20	16	4	40	High
10	16	18	6	40	High
11	18	12	4	34	Average
12	20	12	2	34	Average
13	16	12	2	30	Average

14	16	18	4	38	Average
15	16	8	2	26	Average
16	18	6	0	24	Average
17	20	14	6	40	High
18	20	16	2	38	Average
19	14	12	4	30	Average
20	18	4	2	24	Average
21	18	0	0	18	Low
22	18	12	2	32	Average
23	14	8	0	22	Average
24	16	4	2	22	Average
25	18	4	6	28	Average
26	20	0	0	20	Average
27	20	0	0	20	Average
28	18	6	4	28	Average
29	16	10	2	28	Average
30	18	0	0	18	Low
31	20	0	4	24	Average
32	18	0	0	18	Low
33	18	6	2	26	Average
34	16	0	0	16	Low
35	14	2	2	18	Low
36	20	0	0	20	Average
37	18	6	2	26	Average
38	16	8	2	26	Average
39	18	4	2	24	Average
Total	698	290	78	1066	

Class: XI IPS 3

Subject Number	phoneme discrimination	Multiple-choice items	Fill in the blank	score	category
1	20	18	10	48	High
2	18	20	16	54	High
3	20	20	18	58	High
4	16	14	0	30	Average
5	18	6	0	24	Average

6	20	20	18	58	High
7	16	16	12	44	High
8	20	20	18	58	High
9	18	18	12	48	High
10	16	6	14	36	Average
11	20	20	16	56	High
12	16	8	10	34	Average
13	20	20	14	54	High
14	14	2	0	16	Low
15	20	20	18	58	High
16	16	12	10	38	Average
17	20	20	16	56	High
18	18	12	0	30	Average
19	20	20	14	54	High
20	20	20	12	52	High
21	20	20	14	54	High
22	18	20	20	58	High
23	20	20	18	58	High
24	20	20	20	60	High
25	20	20	16	56	High
26	20	16	14	50	High
27	16	2	0	18	Low
28	20	16	12	48	High
29	20	20	14	54	High
30	18	10	2	30	Average
31	18	10	0	28	Average
32	20	18	16	54	High
33	16	12	0	28	Average
34	18	6	12	36	Average
35	16	10	14	40	High
36	20	20	20	60	High
37	20	20	16	56	High
Total	686	572	436	1694	



To see the frequencies and the percentage of the students who have different categories, the table below can show it.

Table 4. 2. The Frequency Distribution of the Students' Test Result and the Classification

No.	Score	F	%	Category
1.	40 - 60	49 students	26%	High
2.	20 - < 40	127 students	70%	Average
3.	0 - < 20	14 students	4%	Low
	Total	190 students	100%	

The table above shows the students' scores in learning listening based on its categories. There are 49 students (26%) get the score 40 – 60 (high category), 127 students (70%) who get the score 20 - < 40 (average category), and 14 students (4%) who get the score 0 - < 20 (low category). Thus, there are 49 students who have low difficulty in learning listening, 127 students who have average difficulty in learning listening, and 14 students have high difficulty in learning listening.

To know what the students' difficulties in learning listening are, the writer sees the score in the three types of question: phoneme discrimination, multiple choice items, and fill in the blank.

a. Phoneme Discrimination Test

There are ten questions in this test. The score of every question is 2 points. So, the highest score in phoneme discrimination test is 20. In this test, the students choose a word based on the tape. The students listen to the tape three times. To

see the items test and total of students who have wrong answer, the table below shows it.

Table 4. 3 the Items Test of Phoneme Discrimination and the Frequency of Students Who Have Wrong Answer

NO.	ITEMS TEST	ANSWER KEY	FREQUENCY
1.	Sweat Sweet	Sweet	39 students
2.	Hectare Nectar	Hectare	3 students
3.	Hive Hip	Hive	7 students
4.	Cane Crane	Crane	15 students
5.	Food Foot	Foot	91 students
6.	Hurry Curry	Hurry	1 student
7.	Found Round	Found	1 student
8.	Wait Wet	Wait	11 students
9.	Lead Let	Lead	17 students
10.	Chief Cheek	Cheek	7 students

From the table above, the writers knows that there are 39 students cannot discriminate the words sweat and sweet, 3 students cannot discriminate the words hectare and nectar, 7 students cannot discriminate the words hive and hip, 15 students cannot discriminate the words cane and crane, 91 students cannot discriminate the words food and foot, 1 student cannot discriminate the words hurry and curry, 1 student cannot discriminate the words found and round, 11 students cannot discriminate the words wait and wet, 17 students cannot

discriminate the words lead and let, and 7 students cannot discriminate the words chief and cheek. The writer concludes that mainly the students cannot discriminate the words food and foot.

Table 4.4 the Classification of Students' Score in Phoneme Discrimination

Test

No	Score	Category	Frequency
1	14-20	High	187
2	7-< 14	Average	3
3	0-< 7	Low	0
<b>Total</b>			<b>190</b>

Table 4.5 Percentage of Students' Score in Phoneme Discrimination Test

Category	Frequency	Percentage
High	187	98.42 %
Average	3	1.57 %
Low	0	0 %
<b>Total</b>	<b>190</b>	<b>100%</b>

The classification above shows that 187 students (98.42 % from the total subject) classified into high category who get score 14-20, 3 students (1.57 %) classified into average category who get score 7-< 14, and none student (0 %) classified into low category who get score 0-< 7. From the calculation is gotten that the mean of students' score in phoneme discrimination test is 17.95 gotten from the total score of students that is 3410 and divided with the number of students that are 190. From that mean, the students' score in phoneme discrimination test is categorized in high category. It means the students have low difficulty in phoneme discrimination test.

b. Multiple Choice Items

In this test, the students listen to the dialogues three times. Then, they answer the questions based on the dialogue. There are two dialogues, and every dialogue has five questions. So, the total test items in multiple choice items are ten questions.

Table 4.6 the Classification of Students' Score in Multiple Choice Items

No	Score	Category	Frequency
1	14-20	High	84
2	7-< 14	Average	74
3	0-< 7	Low	32
<b>Total</b>			<b>190</b>

Table 4.7 Percentage of Students' Score in Multiple Choice Items

Category	Frequency	Percentage
High	84	44.21 %
Average	74	38.95 %
Low	32	16.84 %
<b>Total</b>	<b>190</b>	<b>100%</b>

The classification above shows that 84 students (44.21 % from the total subject) classified into high category who get score 14-20, 74 students (38.95 %) classified into average category who get score 7-< 14, and 32 student (16.84 %) classified into low category who get score 0-< 7. From the calculation is gotten that the mean of students' score in multiple choice item test is 12.06 gotten from the total score of students that is 2292 and divided with the number of students that are 190. From that mean, the students' score in multiple choice items is

categorized in average category. It means the students have average difficulty in multiple choice item test.

c. Fill in the Blank

In this test, the students listen to the dialogues three times. Then, they answer the fill in the blank questions based on the dialogue. There are two dialogues, and every dialogue has five questions. So, the total test items in fill in the blank are ten questions.

Table 4.8 the Classification of Students' Score in Fill in the Blank

No	Score	Category	Frequency
1	14-20	High	21
2	7-< 14	Average	10
3	0-< 7	Low	159
<b>Total</b>			<b>190</b>

Table 4.9 Percentage of Students' Score in Fill in the Blank

Category	Frequency	Percentage
High	21	11.05 %
Average	10	5.26 %
Low	159	83.68 %
<b>Total</b>	<b>190</b>	<b>100%</b>

The classification above shows that 21 students (11.05 % from the total subject) classified into high category who get score 14-20, 10 students (5.26 %) classified into average category who get score 7-< 14, and 159 student (83.68 %) classified into low category who get score 0-< 7. From the calculation is gotten that the mean of students' score in fill in blank questions is 4.22 gotten from the total score of students that is 802 and divided with the number of students that are

190. From that mean, the students' score in fill in the blank questions is categorized in low category. It means the students have high difficulty in fill in the blank questions.

To better understand the students' difficulties in learning listening at the eleventh grade of MAN Negara in academic year 2011/2012, the writer accumulates the result of three types of the test from every class and uses the mean that is  $\frac{6504}{190} = 34.23$ .

The mean score of 34.23 shows that the category of students' score in listening test at the eleventh grade of MAN Negara in academic year 2011/2012 is categorized in average category. It means the students have average difficulty in learning listening.

On the interview with the English teacher, the writer asked about how is the teaching and learning listening process in the eleventh grade students, what material that is usually the teacher teach in listening, does the English teacher always use language laboratory for teaching listening, what are the students' difficulties in learning listening, and what does the teacher do to improve the students' skill in listening.

From the interview, the writer knows that the English teacher did not teach listening material in students' book because the teacher does not have an appropriate listening material cassette with the students' book. In learning listening process, the students only listen to the English song material. The teacher also seldom use language laboratory for teaching listening. The students have difficulties in leaning listening, the English teacher said that the students lack

practice in listening and they are unfamiliar with some English words. Usually the teacher asks the students to memorize English words to make the students familiar with the English words.

## **2. Description about the Dominant Category of Difficulties in Listening at the Eleventh Grade of MAN Negara in Academic Year 2011/2012**

To better understand about the dominant category of difficulties in listening at the eleventh grade of MAN Negara in academic year 2011/2012, the writer has conducted the test as a primary data. The test consists of 3 (three) categories that will be measured, namely:

- a. Students' understanding in phoneme discrimination test is measured by answering 10 multiple choice questions.
- b. Students' understanding in the information from the dialogue is measured by answering 10 multiple choice questions.
- c. Students' understanding in short dialogue is measured by answering 10 fill in the blank or completion questions.

From the students' test result, the writer finds that from the three categories of the test, the dominant category of the difficulties is in understanding short dialogue by answering 10 fill in the blank questions. From 190 students, there are 61 students who have point 0 in fill in the blank questions. On the other hand, there is not a student who has point 0 in both of understanding phoneme discrimination and the information from the dialogue by multiple choice items. It means from the three categories of the test, understanding short dialogue by filling in the blank questions is the most difficult category in the listening test.

In understanding short dialogue by filling in the blank questions, mainly the students have common mistakes in grammar and spelling. To see some students' common mistakes and its frequency, the table below shows it.

Table 4.10 the Students' Common Mistakes in Fill in the Blank

NO	COMMON MISTAKES	ANSWER KEY	GRAMMAR	SPELLING	F
1.	Shoping	Shopping		X	38 students
2.	Lundre	Laundry		X	82 students
3.	Sound	Sounds		X	1 student
4.	Do	Did	X		59 students
5.	Play	Played	X		48 students
6.	Cook	Cooked	X		52 students
7.	Paste	Pasta		X	62 students

On the table above, the writer presented data about students' common mistakes in fill in the blank test. The writer had the students to complete words based on the tape. There are 7 words that are common mistakes in grammar and spelling. There are 38 students made mistakes in spelling when they complete the word shopping, 82 students made mistakes in spelling when they complete the word laundry, 1 student made mistakes in spelling when they complete the word sounds, 59 students made mistakes in grammar when they complete the word did, 48 students made mistakes in grammar when they complete the word played, 52 students made mistakes in grammar when they complete the word cooked, 62 students made mistakes in spelling when they complete the word pasta.

### C. Data Analysis

The data have gotten whether from written test, interview, and documentary are processed and presented in the table and described in data



presentation. Then, the data is analyzed and reported systematically based on the statements of problem those are about the students' difficulties in learning listening and the dominant category of the difficulties in listening at the eleventh grade students of MAN Negara academic year 2011/2012.

## **1. The Students' Difficulties in Learning Listening at the Eleventh Grade of MAN Negara Academic Year 2011/2012**

### **a. Phoneme Discrimination Test**

After the writer carried the written test to know the students' difficulties in learning listening in phoneme discrimination test to the eleventh grade students, it is obtained that mean score of the students' difficulties in learning listening in phoneme discrimination test at the eleventh grade of MAN Negara academic year 2011/2012 is 17.95. Therefore, the students' score in phoneme discrimination test is categorized in high category. It means the students have low difficulty in phoneme discrimination test. It can be seen on table 4.4 and 4.5, it is provided that 187 students (98.42 % from the total subject) are classified into high category who get score 14-20, 3 students (1.57 %) are classified into average category who get score 7-< 14, and none student (0 %) are classified into low category who get score 0-< 7.

From the table 4.3, the writer knows that there are 39 students cannot discriminate the words sweat and sweet, 3 students cannot discriminate the words hectare and nectar, 7 students cannot discriminate the words hive and hip, 15 students cannot discriminate the words cane and crane, 91 students cannot discriminate the words food and foot, 1 student cannot discriminate the words hurry and curry, 1 student cannot discriminate the words found and round, 11

students cannot discriminate the words wait and wet, 17 students cannot discriminate the words lead and let, and 7 students cannot discriminate the words chief and cheek. The writer knows that mainly the students cannot discriminate the words food and foot.

From the description, it can be known that the students' difficulties in phoneme discrimination test are the students cannot discriminate voiced and voiceless, short and long vowel, and minimal pair sounds.

#### **b. Multiple Choice Items**

After the writer carried the written test to know the students' difficulties in learning listening in multiple choice item test to the eleventh grade students, it is obtained that the mean score of the students' difficulties in learning listening in multiple choice items at the eleventh grade of MAN Negara academic year 2011/2012 is 12.06. Therefore, the students' score in multiple choice items is categorized in average category. It means the students have average difficulty in multiple choice item test. It can be seen on table 4.6 and 4.7, it is provided that 84 students (44.21 % from the total subject) are classified into high category who get score 14-20, 74 students (38.95 %) are classified into average category who get score 7-< 14, and 32 student (16.84 %) are classified into low category who get score 0-< 7.

From the description, it can be known that the students have difficulty in understanding short dialogue by answering multiple choice items.

**c. Fill in the Blank**

After the writer carried the written test to know the students' difficulties in understanding short dialogue by filling in the blank questions to the eleventh grade students, it is obtained that mean score of the students' difficulties in understanding short dialogue by filling in the blank questions at the eleventh grade of MAN Negara academic year 2011/2012 is 4.22. Therefore, the students' score in fill in the blank is categorized in low category. It means the students have high difficulty in understanding short dialogue by filling in the blank questions. It can be seen on table 4.8 and 4.9, it is provided that 21 students (11.05 % from the total subject) are classified into high category who get score 14-20, 10 students (5.26 %) are classified into average category who get score 7-< 14, and 159 student (83.68 %) are classified into low category who get score 0-< 7.

From the table 4.10, the writer knows that students have common mistakes in fill in the blank test. There are 7 words that are common mistakes in grammar and spelling. There are 38 students made mistakes in spelling when he/she completed the word shopping, 82 students made mistakes in spelling when he/she completed the word laundry, 1 student made mistakes in spelling when he/she completed the word sounds, 59 students made mistakes in grammar when he/she completed the word did, 48 students made mistakes in grammar when he/she completed the word played, 52 students made mistakes in grammar when he/she completed the word cooked, 62 students made mistakes in spelling when he/she completed the word pasta.

From the description, it can be known that the students' difficulties in understanding short dialogue by filling in the blank questions are the students do not understand the grammar of the text and they are unfamiliar with the spelling of the words that used.

## **2. The Dominant Category of Difficulties in Listening at the Eleventh Grade of MAN Negara in Academic Year 2011/2012**

Based on the result of the test from the three categories of the test, the dominant category of difficulties in listening is the students do not understand the grammar that used in the text and they have common mistakes in spelling in understanding short dialogue by filling in the blank questions. From 190 students, there are 61 students who have point 0 in filling in the blank questions. On the other hand, there is not a student who has point 0 in both of understanding phoneme discrimination and the information from the dialogue by multiple choice items.

From the data presentation, the writer knows that mainly the students have difficulties in answering fill in the blank because they are unfamiliar with the spelling of words that used and also do not understand the grammar of the text.