

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The writer describes about the result of research on the field that collected by technique of data collecting, they are achievement test, observation, interview, questionnaire, and documentary.

The writer did the research in February, 11th 2013 until April, 11th 2013 (two months). In February, 11th 2013 the writer gave the research letter from Department of Religious affairs in Banjarmasin to the school or head master of MAN 2 Model Banjarmasin.

On Tuesday, 19th February 2013, the writer did the research by giving listening test in XI IPS2. Then, on Wednesday, 20th 2013 the writer did the research in XI AGAMA. On Thursday, 21st February 2013 the writer did the research in XI LANGUAGE. The last, on Saturday, 23rd February 2013 the writer did the research in XI IPA 2 and XI IPA 3.

To know students' comprehension in listening storytelling of the second grade students at MAN 2 Model Banjarmasin, the writer prepared some recordings that consist of 2 recordings in multiple choices and 1 recording in completion test. Each multiple choice recording consists of 5 questions which is marked 6 per item. While completion test consist of 10 questions which is

marked 4 per item. So, there were 20 questions that have been done by the students.

In this case, writer did the research to 93 students that were taken randomly from each study program. The time which is provided to answer the question is 80 minutes. Based on the calculation, it has been known that the highest score is 92 and the lowest score is 16.

The performance of the students' score in listening storytelling comprehension can be seen on appendix.

1. The Description of Students' Comprehension in Listening Storytelling

Here is the classification of students' score in listening comprehension in the form of multiple choice test (adopted from Rahimah: 2012).

Table 4.1 The Classification and Percentages of Students' Score in Listening Comprehension in the form of Multiple Choice Test

No.	Score	Category	Frequency	Percentage
1.	49-60	Excellent	2	1,29%
2.	37-48	Good	20	12,90%
3.	25-36	Fair	47	30,32%
4.	13-24	Low	18	11,61%
5.	0-12	Very Low	6	3,87%
Total			93	59,99%

Based on the classification, it shows that 2 students (1,29% from the total subjects) classified into excellent category who got the score between 49-60, 20 students (12,90% from the total subjects) got the score between 37-48

are classified into good category, and 47 students (30,32% from the total subjects) got the score between 25-36 which are classified into fair category, 18 students (11,61% from the total subjects) got score between 13-24 which are classified into low category, and 6 students (3,87% from the total subjects) got score between 0-12 which are classified into very low category. From the calculation which the writer got, the mean of students' comprehension in listening storytelling in the form of multiple choice is 32,38 which is got from the total score of students (in multiple choice) that is 3012 and divided with the number of students that are 93. Based on this result can be said that the students' comprehension in listening storytelling in multiple choice is 32,38 and included in fair category. It means that the students' comprehension in listening storytelling in the form of multiple choice of the eleventh grade at MAN 2 Model Banjarmasin academic year 2012/2013 is fair.

Here is the classification of students' score in listening comprehension in the form of completion test (adopted from Rahimah: 2012).

Table 4.2 The Classification and Percentages of Students' Score in Listening Comprehension in the form of Completion Test

No.	Score	Category	Frequency	Percentage
1.	33-40	Excellent	3	1,29%
2.	25-32	Good	30	12,90%
3.	17-24	Fair	34	14,62%
4.	9-16	Low	23	9,89%
5.	0-8	Very Low	3	1,29%
Total			93	39,99%

Based on the classification, it shows that 3 students (1,29% from the total subjects) classified into excellent category who got the score between 33-40, 30 students (12,90% from the total subjects) got the score between 25-32 are classified into good category, and 34 students (14,62% from the total subjects) got the score between 17-24 which are classified into fair category, 23 students (9,89% from the total subjects) got score between 9-16 which are classified into low category, and 3 students (1,29% from the total subjects) got score between 0-8 which are classified into very low category.

From the calculation which the writer got, the mean of students' comprehension in listening storytelling in the form of completion test is 22,80 which is got from the total score of students (in completion test) that is 2120 and divided with the number of students that are 93. Based on this result can be said that the students' comprehension in listening storytelling in completion test is 22,80 and included in fair category. It means that the students' comprehension in listening storytelling in the form of completion test of the eleventh grade at MAN 2 Model Banjarmasin academic year 2012/2013 is fair.

Here is the classification of students' score in listening comprehension in all tests based on Gronlund's five standard (Arikunto: 2012).

Table 4.3 The Classification of Students' Score in Listening Comprehension in All Tests

No.	Score	Category	Frequency	Percentage
1.	> 80-100	Excellent	2	2,15%
2.	> 60-80	Good	34	36,56%
3.	> 40-60	Fair	38	40,86%
4.	> 20-40	Low	18	19,35%
5.	0-20	Very Low	1	1,07%
Total			93	99,99%

Based on the classification, it shows that 2 students (2,15% from the total subjects) classified into excellent category who got the score between >80-100, 34 students (36,56% from the total subjects) got the score between >60-80 are classified into good category, and 38 students (40,86% from the total subjects) got the score between >40-60 which are classified into fair category, 18 students (19,35% from the total subjects) got score between >20-40 which are classified into low category, and 1 students (1,07% from the total subjects) got score between 0-20 which are classified into very low category.

From the calculation which the writer got, the mean of students' comprehension in listening storytelling is 55,14 which is got from the total score of students (in all test) that is 5128 and divided with the number of students that are 93. Based on this result can be said that the students' comprehension in listening storytelling is 55,14 and included in fair category. It means that the students' comprehension in listening storytelling of the eleventh grade at MAN 2 Model Banjarmasin academic year 2012/2013 is fair.

2. The Description of Students' Difficulties in Comprehending Listening Storytelling

There are 20 questions which the students had to answer. This test is divided into 2 parts. Part one consists of two storytelling recordings that each of the recordings has 5 questions in multiple choices (Question 1-10). Part two consists of one storytelling recording which have 10 questions in the form of completion test.

To get clear pictures of which listening part and questions the students mostly gave incorrect answer, the writer use the index of difficulty formula:

$$P = \frac{B}{J_s}$$

P= index of difficulty

B= number of participant with correct answer

J_s= total number of participants

In order to fit with the condition of the result, the writer uses category as followed.

Table 4.4 Category of Difficulty Index

The Number of P	Interpretation
< 0,3	Very Difficult
0,3 - < 0,5	Difficult
0,5 - 0,7	Fair
> 0,7	Easy

The result of the students' difficulties in listening storytelling can be seen in the table below.

Table 4.5 Index of Difficulty of Students' Comprehension in Listening Storytelling

No. of items	NCA	TIA	ID	Category
1	37	56	0,4	Difficult
2	31	62	0,33	Difficult
3	53	40	0,57	Fair
4	50	43	0,54	Fair
5	70	23	0,75	Easy
6	70	23	0,75	Easy
7	11	82	0,12	Very Difficult
8	67	26	0,72	Easy
9	67	26	0,72	Easy
10	46	47	0,49	Difficult
11	19	74	0,20	Very Difficult
12	67	26	0,72	Easy
13	45	48	0,48	Difficult
14	77	16	0,83	Easy
15	38	55	0,41	Difficult
16	20	73	0,22	Very Difficult
17	54	39	0,58	Fair
18	62	31	0,67	Fair
19	59	34	0,63	Fair
20	89	4	0,96	Easy

Notes: NCA= total number of correct answer
TIA= total number of incorrect answer
ID= index of difficulty

From table 4.5, it could be figured out that students have difficulties for questions numbers 1, 2, 10, 13, and 15 which classified into Difficult category (0,3 - < 0,5). Furthermore, mostly students gave incorrect answers for

questions number 7, 11, and 16 which classified into Very Difficult category ($< 0,3$).

Here is the description about the type of difficult question based on the index of difficulty in table 4.5

Table 4.6 The Description about The Type of Difficult Questions Based on The Index of Difficulty

No.	Type of Questions
1	Question about gist-content (topic)
2	Question about detailed information
3	Question about detailed information
4	Question about detailed information
5	Question about detailed information
6	Question about gist-content (topic)
7	Question about gist-purpose (reason)
8	Question about detailed information
9	Question about detailed information
10	Question about connecting content (predicting)
11	Vocabulary
12	Grammar
13	Vocabulary
14	Grammar
15	Vocabulary
16	Vocabulary
17	Vocabulary
18	Grammar
19	Grammar
20	Vocabulary

Table 4.6 described the type of questions which are categorized difficult or very difficult (in bold type). It is found that questions about vocabulary is considered as the most aspect categorized as difficult based on the test.

From the table 4.5 and table 4.6, it can be seen that question number 7 is the most difficult question (ID= 0,12). This question asked about gist-purpose (reason) that categorized as Very Difficult question followed by question number 11 about vocabulary (ID= 0,20), and question number 16 also about vocabulary (ID= 0,22).

While for the questions which are categorized as Difficult Question are numbers 2 (ID= 0,33) about detailed information followed by number 1 (ID= 0,4) about gist-content (topic), number 15 (0,41) about Vocabulary, number 13 (ID= 0,48) about Vocabulary, and number 10 (ID= 0,49) about connecting content (predicting).

B. Discussion

The data have got whether from listening test, observation, interview, questionnaire, 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 that is about the students' comprehension in listening storytelling at MAN 2 Model Banjarmasin eleventh grade academic year 2012/2013.

1. The Analysis of Students' Comprehension in Listening Storytelling

In the first part, the writer did listening test to analyze the students' comprehension in listening storytelling in the form of multiple choice test. It is obtained that mean of the students' comprehension in listening storytelling at

MAN 2 Model Banjarmasin eleventh grade academic year 2012/2013 is 32,38. It means that the students' comprehension of listening storytelling in the form of multiple choice at MAN 2 Model Banjarmasin eleventh grade academic year 2012/2013 is in fair category. It can be seen on table 4.1 and 4.2, it showed that 2 students (1,29% from the total subjects) got the score between 49-60 (excellent category), 20 students (12,90% from the total subjects) got the score between 37-48 (good category), and 47 students (30,32% from the total subjects) got the score between 25-36 (fair category), 18 students (1,61% from the total subjects) got score between 13-24 (low category), and 6 students (3,87% from the total subjects) got score between 0-12 (very low category).

From the description, it is found that the students' comprehension in listening storytelling in the form of multiple choice at MAN 2 Model Banjarmasin eleventh grade academic year 2012/2013 is in fair category. From the classification can be seen that most of students were difficult to answer some questions, such as number 1, 2, 7, and 10. In this kind of the test, students had to listen carefully to the whole narration or storytelling which was played. Absolutely, it needed concentration. While, they were expected to choose the best answer based on the questions. The problem of this session is not all the students could comprehend some words, especially for unusual words because of lack vocabulary. Beside, students also felt hesitate to answer because of too fast recording.

In the second part, the writer did listening test to analyze the students' comprehension in listening storytelling in the form of completion test. It is obtained that mean of the students' comprehension in listening storytelling at MAN 2 Model Banjarmasin eleventh grade academic year 2012/2013 is 22,80. It means that the students' comprehension of listening storytelling in the form of completion test at MAN 2 Model Banjarmasin eleventh grade academic year 2012/2013 is in fair category. It can be seen on table 4.3 and 4.4. It showed that 3 students (1,29% from the total subjects) got the score between 33-40 (excellent category), 30 students (12,90% from the total subjects) got the score between 25-32 (good category), and 34 students (14,62% from the total subjects) got the score between 17-24 (fair category), 23 students (9,89% from the total subjects) got score between 9-16 (low category), and students (1,29% from the total subjects) got score between 0-8 (very low category).

From the description, it is found that the students' comprehension in listening storytelling in the form of completion test at MAN 2 Model Banjarmasin eleventh grade academic year 2012/2013 is in fair category. From the classification can be seen that the most of students have difficulties to answer some questions, such as number 11, 13, 15, and 16. In this kind of the test, students had to listen carefully to the recording because there were some choices which have similarities in its pronunciation or grammatical patterns. So that, students often felt hesitate to choose the right answer. Students also felt

hesitate to answer because of too fast recording. Even, in many cases students were difficult to concentrate because of noise atmosphere.

Furthermore, based on the calculation from the composite result between the multiple choice test and completion test, it is obtained that mean of the students' comprehension in listening storytelling at MAN 2 Model Banjarmasin eleventh grade academic year 2012/2013 is 55,14 which is got from the total score of students (in all test) that is 5128 and divided with the number of students that are 93. Based on this result can be said that the students' comprehension in listening storytelling is included in fair category. It can be seen on table 4.5 and 4.6. It showed that 2 students (2,15% from the total subjects) got the score between >80-100 (excellent category), 34 students (36,56% from the total subjects) got the score between >60-80 (good category), and 38 students (40,86% from the total subjects) got the score between >40-60 (fair category), 18 students (19,35% from the total subjects) got score between >20-40 (low category), and 1 students (1,07% from the total subjects) got score between 0-20 (very low category). From the description it can be seen that the most of students have difficulties to answer some questions, such as number 1, 2, 7, 10, 11, 13, 15, and 16.

To identify the students' problems in listening, it can be seen in the table below.

Table 4.7 Students' problem in listening storytelling

No	Problems	Never	sometimes	often	always
1.	Some difficult words	-	34,40%	46,23%	15,05%
2.	Unknown topics	8,60%	54,83%	27,95%	8,60%
3.	Lack of background topics	5,37%	47,31%	39,78%	5,37%
4.	Too fast recording	3,22%	36,55%	29,03%	27,95%
5.	Lack of time	8,60%	37,63%	29,03%	22,58%
6.	Learning disabilities	26,88%	37,63%	30,10%	2,15%
7.	Ungrammatical sentences	21,50%	55,91%	13,97%	5,37%
8.	Different accent	9,67%	53,76%	17,20%	12,90%
9.	Hesitate to answer	-	33,33%	40,86%	15,05%
10.	Too long recording	36,56%	44,08%	12,90%	7,52%
11.	Noise	2,15%	26,88%	27,95%	38,70%
12.	poor quality of tape	11,82%	40,86%	24,73%	22,58%
13.	Lack of listening equipments	15,05%	38,70%	17,20%	26,88%

According to the questionnaire about factors that influence students' difficulty in listening storytelling, it can be seen that students always have problems to concentrate because of noise atmosphere (point 11; 38,70%). Furthermore, students often have problems to understand some difficult words (point 1; 46,23%). Most of students lack of this linguistics term. It is because not all the students could comprehend some words, especially for unusual words. Consequently, they hesitated to answer the questions (point 9; 40,86%). Besides, there were some choices which have similarities in its pronunciation or grammatical patterns. So that, students often felt hesitate to choose the right answer.

From the table, it also can be seen that students sometimes have problems in listening such as unknown topic (54,83%), too fast recording (36,55%), lack of time (37,63%), learning disabilities (37,63%), ungrammatical sentences (55,91%), different accent (53,76%), too long recording (44,08%), poor quality of tape (40,86%), and lack of listening equipment (38,70%).

2. The Analysis of Students' Difficulties in Comprehending Listening Storytelling

From the description can be seen that the most of students have difficulties to answer some questions. It is found that question number 7 is the most difficult question (ID= 0,12) which is about gist-purpose (reason) that categorized as Very Difficult question followed by question number 11 (ID= 0,20) and question number 16 about vocabulary (ID= 0,22). While for the questions which are categorized as Difficult question are numbers 2 (ID= 0,33) about detailed information followed by number 1 (ID= 0,4) about gist-content (topic), number 15 (0,41) about Vocabulary, number 13 (ID= 0,48) about Vocabulary, and number 10 (ID= 0,49) about connecting content (predicting).

The data about some difficult items are presented below:

1) Question About Gist-Purpose (Reason)

This question (question number 7) asked about reason. Many students had chosen incorrect choice because the reason of the two characters friendship (close friend) is implied meaning. There were three choices that made students hesitate to answer: choice A, C, and

E (it can be seen on the table below). These three choices are likely similar. For example, choice B (*they went to school together*). In fact, they always went to school together. But, it was not the reason why they were close together. Next, choice E (*they always exchanged chocolate and sweets to each other*). In fact, they were exchange some chocolate balls and sweets. But the activity happened just at that time. It means that they did the exchanging in other time. So, the word “always” is incorrect answer

Also, many students just can hear some part of the recording “... *they were closed... each other. ... they... spent time together... school... exchanged...*” When finding this fact, the writer concluded that there were many difficult words to comprehend by students. Consequently, students got hesitate to answer. Besides, many students told that they difficult to listen well because of too fast recording and noise atmosphere in the class. To see more description about the percentage of the options, it can be seen in the table below.

Question: why were the children very close?

- a. They lived next door to each other.
- b. They lived far from each other.
- c. They went to school together.
- d. They were similar to each other.

e. They always exchanged chocolate and sweets to each other.

The result of question can be seen in the table below.

Table 4. 8 Percentages of students' choices of question about reason

Option	Amount of answer	Percentage
A	11	11,82%
B	5	5,37%
C	46	49,46%
D	6	6,45%
E	25	26,88%
No answer	0	0%
Total	93	99,98%

Table 4.8 showed that 11 students or 11,82% chose A (*they lived next door to each other*), while 5 students or 5,37% chose B (*they lived far from each other*). Furthermore, option C (*they went to school together*) had been chosen by 46 students or 49,46%, option D (*they were similar to each other*) had been chosen by 6 students or 6,45%, and option E (*they always exchanged chocolate and sweets to each other*) had been chosen by 25 students or 26,88%.

From the data, it can be interpreted that most students had chosen C (49,46%). While the correct answer is option A (*they lived next door to each other*) had been chosen by 11 students (11,82%). It means that 88,16% students had chosen incorrect answer.

2) Question About Vocabulary

In this part of the tests, students did not answer a question, but they just expected to listen carefully to the word which was said by the narrator. Then, they had to choose one of the choices to complete the gaps in the text.

These questions (question number 11, 13, 15, and 16) asked about vocabulary. It means that students were expected to choose which one is the right word related to the narrator said. In this case, students had to know the spelling and the meaning of the words to complete the gaps in the text. Indeed, students had to determine whether the word is appropriate or not.

Based on the questionnaire, the writer concluded that students got hesitate to answer because of some difficult words and unclear pronunciation. Besides, many students told that they were difficult to listen well because of poor quality of tape, too fast recording, and there were noise atmosphere in the class. These factors indicated students have difficulties in comprehending listening.

To see more description about the percentage of the options, it can be seen in the table below.

- Question number 11

There were some choices provided to complete the gap.

- a. curiosity b. curiosity
 c. quriosity d. curiocity

The result of question can be seen in the table below.

Table 4. 9 Percentages of students' choices of question 11

Option	Amount of answer	Percentage
A	19	20,43%
B	56	60,21%
C	12	12,90%
D	5	5,37%
No answer	1	1,07%
Total	93	99,98%

Table 4.9 showed that 19 students or 20,43% chose A (*curiosity*), while 56 students or 60,21% chose B (*curiosity*). Furthermore, option C (*quriosity*) had been chose by 12 students or 12,90%, option D (*curiocity*) had been chose by 5 students or 5,37% and 1 student did not answer the question or 1,07%.

From the data, it can be interpreted that students actually have difficult to distinguish the sounds among the choices provided. It can be seen that most students had chosen B (60,21%) than other choices. It means that more than half of all students chose the incorrect answer. While the correct answer (choice A) was chosen just by 19 students or 20,43 %.

- Question number 13

There were some choices provided to complete the gap.

- a. small robe b. small roped
 c. small rope d. small rofe

The result of question can be seen in the table below.

Table 4. 10 Percentages of students' choices of question 13

Option	Amount of answer	Percentage
A	8	8,60%
B	33	35,48%
C	45	48,38%
D	6	6,45%
No answer	1	1,07%
Total	93	99,98%

Table 4.10 showed that 8 students or 8,60% chose A (*small robed*), while 33 students or 35,48% chose B (*small roped*). Furthermore, option C (*small rope*) had been chose by 45 students or 48,38%, option D (*small rofe*) had been chose by 6 students or 6,45% and 1 student did not answer the question or 1,07%.

From the data, it can be interpreted that mostly students were confused to distinguish the sounds among the choices provided. It can be seen that most students had chosen C (48,38%) than other choices. It means that almost half of all students chose the right answer. Yet, the amount of students which chose incorrect answer is little bit bigger (51,6%). This fact is considered by the writer so that this question was included to the difficult item test.

- Question number 15

There were some choices provided to complete the gap.

- a. to heel
- b. to hale
- c. to heal
- d. to health

The result of question can bee seen in the table below.

Table 4. 11 Percentages of students' choices of question 15

Option	Amount of answer	Percentage
A	25	26,88%
B	1	1,07%
C	38	40,86%
D	25	26,88%
No answer	4	4,30%
Total	93	99,99%

Table 4.11 showed that 25 students or 26,88% chose A (*to heel*), while 1 student or 1,07% chose B (*to hale*). Furthermore, option C (*to heal*) had been chose by 38 students or 40,86%, option D (*to health*) had been chose by 25 students or 26,88% and 4 student did not answer the question or 4,30%.

From the data, it can be interpreted that most students had chosen C (40,86%) than other choices. Although most of students chose C as the right one, it does not mean that this question is easy to answer. It had been proved by the total of incorrect answer (59,13%) was greater than correct answer. From this fact, it can be concluded

that students actually have difficult to distinguish the sounds among the choices provided.

- Question number 16

There were some choices provided to complete the gap.

- | | |
|----------------|---------------|
| a. no attend | b. no attent |
| c. no attamped | d. no attempt |

The result of question can bee seen in the table below.

Table 4. 12 Percentages of students' choices of question 16

Option	Amount of answer	Percentage
A	21	22,58%
B	14	15,05%
C	34	36,55%
D	20	21,50%
No answer	4	4,30%
Total	93	99,98%

Table 4.12 showed that 21 students or 22,58% chose A (*no attend*), while 14 student or 15,05% chose B (*no attent*). Furthermore, option C (*no attamped*) had been chose by 34 students or 36,55%, option D (*no attempt*) had been chose by 20 students or 21,50% and 4 student did not answer the question or 4,30%.

From the data, it can be interpreted that most students hesitated to distinguish the sounds among the choices provided. It can be seen that most students chosen C (36,55%) than other choices. It

means that more than half of all students chose the incorrect answer. While the correct answer (choice D) was chosen just by 20 students or 21,50%.

3) Question About detailed information

This question (question number 2) asked about detailed information. The reason why most of students chose wrong answer is many students just can hear some part of the recording “... *the elephants became a nuisance. ... they descended ... on the roofs ... the houses...*” When finding this fact, the writer concluded that there were many difficult words to comprehend by students. So that, many students had misunderstanding with the question itself. However, actually this question is easy to understand if students know the purpose of the question (specific question about time), besides they know about the plot of the story. To see more description about the percentage of the options, it can be seen in the table below.

Question: When did the elephants become nuisance?

- a. When they could fly.
- b. When they got houses.
- c. When god gave them strength.
- d. When men began to live on the earth.

e. When they realized how strong they were.

The result of question can be seen in the table below.

Table 4. 13 Percentages of students' choices of question about detailed information

Option	Amount of answer	Percentage
A	11	11,82%
B	39	41,93%
C	5	5,37%
D	31	33,33%
E	7	7,52%
No answer	0	0%
Total	93	99,97%

Table 4.13 showed that 11 students or 11,82% chose A (*when they could fly*), while 39 students or 41,93% chose B (*when they got houses*). Furthermore, option C (*when god gave them strenght*) had been chose by 5 students or 5,37%, option D (*when men began to live on the earth*) had been chose by 31 students or 33,33%, and option E (*when they realized how strong they were*) had been chose by 7 students or 7,52%.

From the data, it can be interpreted that most students had chosen B (41,93%). While the correct answer is option D (*when men began to live on the earth*) had chosen by 31 students (33,33%). It means that more than half of students or 66,64% students had chosen incorrect answer.

4) Question About gist-content (Topic)

This question (question number 1) asked about the gist-content (topic) of the story. The reason why most of students chose wrong answers is there are some options which almost had implied meaning. For example option A and option C. In the recording, we can hear this statement “...and men began to live on earth, the elephants became a **nuisance**. They crowed like cocks and flew skywards”. Furthermore, the statement “**they descended and perched on the roofs ... the houses collapsed beneath them**” strengthen that the elephant was the cruel creature. Besides, there were many difficult words to comprehend by students and the voice of narrator was quite fast. However, this question was about the gist-content which talked about content of the whole story (*how elephants lost their wings*). So, the best answer for this question is option C. To see more description about the percentage of the options, it can be seen in the table below.

Question: What is the text about?

- a. The cruel elephants.
- b. How elephants had huge body.
- c. How elephants lost their wings.
- d. Why elephants became so strong.
- e. Why elephants lived in the forest.

The result of question can be seen in the table below.

Table 4. 14 Percentages of students' choices of question about gist-content

Option	Amount of answer	Percentage
A	38	40,86%
B	9	9,67%
C	37	39,78%
D	4	4,30%
E	5	5,37%
No answer	0	0%
Total	93	99,98%

Table 4.14 showed that 38 students or 40,86% chose A (*the cruel elephant*), while 9 students or 9,67% chose B (*how elephants had huge body*). Furthermore, option C (*how elephants lost their wings*) had been chose by 37 students or 39,78%, option D (*why elephants became so strong*) had been chose by 4 students or 4,30%, and option E (*why elephants live in the forest*) had been chose by 5 students or 5,37%.

From the data, it can be interpreted that most students had chosen A (40,86%). While the correct answer is option C (*how elephants lost their wings*) just had chosen by 36 students (39,78%). It means that more than half of students or 60, 2% students had chosen incorrect answer.

5) Question About Connecting content (Predicting)

This question (question number 10) asked about connecting content (predicting). It means this question was asked about what case or incident probably happened after the character doing something. Almost half of all students chose that Naomi couldn't sleep soundly because of her dishonest. Yet, some of students felt hesitate to distinguish some choices. For example, choice A (*She could sleep soundly*). While, choice E (*she couldn't sleep soundly*). Also, many students heard these two choices are very similar. They just differentiated by negation in choice A (couldn't) which is not significance difference when we pronounce it. When finding this fact, the writer concluded that students got hesitate to answer because of unclear pronunciation. Besides, many students told that they difficult to listen well because of noise atmosphere in or out of the class. To see more description about the percentage of the options, it can be seen in the table below.

Question: What happened to Naomi when she was trying to have a nap?

- | | |
|--------------------------------|----------------------------|
| a. She could sleep soundly. | b. She dreamt about Desta. |
| c. She got a nightmare. | d. She felt peacefully. |
| e. She couldn't sleep soundly. | |

The result of question can be seen in the table below.

Table 4. 15 Percentages of students' choices of question about predicting/connecting content

Option	Amount of answer	Percentage
A	25	26,88%
B	12	12,90%
C	10	10,75%
D	0	0%
E	46	49,46%
No answer	0	0%
Total	93	99,99%

Table 4.15 showed that 25 students or 26,88% chose A (*she could sleep soundly*), while 12 students or 12,90% chose B (*she dreamt about Desta*). Furthermore, option C (*she got a nightmare*) had been chose by 10 students or 10,75%, option D (*she felt peacefully*) had been chose by 0 students and option E (*she couldn't sleep soundly*) had been chose by 46 students or 49,46%.

From the data, it can be interpreted that most students had chosen E (49,46%) than other choices. It means that almost half of all students chose the right answer. Yet, the amount of students which chose incorrect answer is little bit bigger (50,53%). This fact is considered by the writer so that this question was included to the difficult item test.