

**STUDENTS' ABILITY IN LISTENING COMPREHENSION THROUGH  
ANSWERING COMPLETION AND MULTIPLE CHOICE TEST ITEMS AT  
THE ELEVENTH GRADE OF SMAN 7 BANJARMASIN**

**THESIS**



**By**  
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BANJARMASIN  
2017 A.D/1438 H**



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THE ELEVENTH GRADE OF SMAN 7 BANJARMASIN

THESIS

Presented to  
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## STATEMENT OF AUTHENTICITY

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Certify that the work in this thesis is, to the best of my knowledge and belief, original, except as acknowledge in the text, and has not been submitted, either in whole or in part for degree at this university or any other university. If someday, it is proven as duplication, imitation, plagiarism or made by others partly or entirely, I understand that my thesis and academic title will be cancelled due to the law.

Banjarmasin, July 26<sup>th</sup> 2017

The writer,



## APPROVAL

This is to certify that the *sarjana's* thesis of REZKY NORaida RAHMI with the title STUDENTS' ABILITY IN LISTENING COMPREHENSION THROUGH ANSWERING COMPLETION AND MULTIPLE CHOICE TEST ITEMS AT THE ELEVENTH GRADE OF SMAN 7 BANJARMASIN has been approved by the thesis advisor for further approval by the board of Examiners.

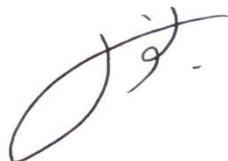
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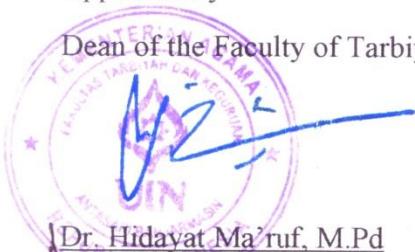
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## ABSTRACT

**Rezky Noraida Rahmi.** 2017. Students' Ability in Listening Comprehension through Answering Completion and Multiple Choice Test Items at the Eleventh Grade of SMAN 7 Banjarmasin. Thesis. English Education Department, Faculty of Tarbiyah and Teachers Training. Advisors: (I)Dr.Hj.Nida Mufidah, M.Pd, (II) Hj. Noor Maulidiyah, MA.

Keywords: Listening Comprehension, Completion, Multiple Choice

This research was aimed to investigate the students' ability in listening comprehension through answering completion and multiple choice test items at the eleventh grade of SMAN 7 Banjarmasin, to know the students' common errors in listening comprehension through answering completion and multiple choice test items and how students learn listening comprehension at the eleventh grade of SMAN 7 Banjarmasin.

This research was conducted at the eleventh grade of SMAN 7 Banjarmasin. 90 students from nine classes have been chosen as sample of research. To collect the data, the researcher uses test and questionnaire. Source of data is taken from participants, informant, books, internet and electronic journals. Data processing in this research is divided into five phases: editing, coding, scoring, classifying and interpreting. Then, all the data are analyzed descriptively, quantitatively and concluded inductively.

The result shows that the students' ability in listening comprehension through answering completion and multiple choice test items for listening comprehension at the eleventh grade of SMAN 7 Banjarmasin is in excellent category with mean score 81,44. The students' common errors in listening comprehension through answering completion and multiple choice test items are errors in misspelling, phonological elements recognition, and paraphrase recognition. The strategies used by students are cognitive, metacognitive and socio-affective strategies. Cognitive strategy consists of knowing the ways to get success in listening test and never get failure the test, practice listening by self and activities while they do listening for the first time. Then, socio-affective strategy consist of activities while do listening test and activity if don't understand the word/phrase while listening to audio. The last is metacognitive strategy consists of frequency the time of self study.

## ABSTRAK

**Rezky Noraida Rahmi.**2017. Kemampuan Siswa Dalam Pemahaman Mendengarkan melalui Menjawab Soal Pertanyaan Isilah Titik-titik dan Pilihan Ganda pada Kelas Sebelas SMAN 7 Banjarmasin. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Pembimbing: (I) Dr. Hj. Nida Mufidah, MA , (II) Hj. Noor Maulidiyah, MA.

Kata kunci: Pemahaman Mendengarkan, Isilah Titik-titik, Pilihan Ganda

Penelitian ini bertujuan untuk menyelidiki kemampuan siswa dalam pemahaman mendengarkan melalui menjawab soal pertanyaan isilah titik-titik dan pilihan ganda pada kelas sebelas SMAN 7 Banjarmasin, untuk mengetahui kesalahan jawaban yang sering muncul dan bagaimana siswa belajar pemahaman mendengarkan pada kelas sebelas SMAN 7 Banjarmasin.

Penelitian ini dilakukan pada kelas sebelas SMAN 7 Banjarmasin. 90 siswa dari sembilan kelas telah dipilih sebagai sampel penelitian. Untuk pengumpulan data, peneliti menggunakan tes dan angket. Sumber data diambil dari peserta yang mengikuti test, guru bahasa inggris, buku, internet dan jurnal elektronik. Pemrosesan data pada penelitian ini dibagi menjadi 5 tahap: pengeditan, persandian, penilian, tabulasi dan penginterpretasian data. Semua data dianalisa secara deskriptif dan kuantitatif dan disimpulkan secara induktif.

Hasil penelitian ini menunjukkan bahwa kemampuan siswa dalam menjawab soal pertanyaan isilah titik-titik dan pilihan ganda untuk pemahaman mendengarkan pada kelas sebelas SMAN 7 Banjarmasin adalah sangat baik dengan rata-rata 81,44. Kesalahan jawaban yang sering terjadi adalah kesalahan dalam pengejaan, pengenalan dasar phoneme dan pengenalan uraian. Strategi yang digunakan oleh siswa adalah kognitif, metakognitif and kepekaan sosial. Strategi kognitif itu terdiri dari mengetahui kiat-kiat sukses dalam ujian mendengarkan dan tidak pernah mendapat kegagalan dalam tes tersebut, berlatih mendengarkan sendiri dan aktifitas yang dilakukan saat melakukan ujian mendengarkan untuk pertama kalinya. Kemudian strategi perasaan sosial terdiri dari aktifitas yang dilakukan saat melakukan ujian mendengarkan dan aktifitas jika tidak memahami kata atau prase saat mendengarkan audio. Terakhir adalah strategi metakognitif yakni kuantitas waktu belajar.

## **MOTTO**

“The important thing is not stop questioning” – Albert Einstein

“It was courage, faith, endurance and a dogged determination to surmount all  
obstacles that built this bridge” - John J. Watson

“All glory comes from daring to begin” - Eugene F. Ware

## **DEDICATION**

I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Praise to Allah, Lord of the universe who has given his blessing to me to accomplish this thesis. This thesis is proudly dedicated to my beloved parents (Syahrani and Rusimah) who always pray for my success, support me, advice me, love me a long this life and guide me to be good daughter thanks for everything. I love you mom and dad.

For my academic advisor, Puji Sri Rahayu, MA and my thesis advisors, Dr. Hj.Nida Mufidah, M.Pd and Hj. Noor Maulidiyah, MA, thanks for your meaningful advice, encouragement, direction and knowledge from the beginning until the end part of the writing process of this thesis. Then thank you so much for Drs. Syahrani Mashaka, M.Pd (a teacher of SMAN 7 Banjarmasin) who supported me and helped me to collect the data of research in his class.

All my classmates in PBI D 2013, thanks for the beautiful memories and our togetherness. I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. Criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

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Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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July 26<sup>th</sup> 2017 A.D

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