

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

This chapter tells about students' ability in listening comprehension through answering completion and multiple choice test items at the eleventh grade of SMAN 7 Banjarmasin, students' common errors and students' listening comprehension strategies. This research uses statistical analysis. The data collected through the research procedures. This chapter especially intended to present the result of data collected in the research by descriptive quantitative analysis. This part covered many primary data about analysis of the students' ability in listening comprehension through answering completion and multiple choices test items at the eleventh grade of SMAN 7 Banjarmasin.

##### **1. Description about Students' Ability in Listening Comprehension Through Answering Completion and Multiple Choice Test Items**

Students' ability in listening comprehension through answering completion and multiple test items have been collected. Based on the result of listening comprehension test at the eleventh grade of SMAN 7 Banjarmasin consists of 40 questions. It is found that the highest score 100 and the lowest score is 41. The

accumulated is score 7330 of 90 students. The result can be seen in this following table:

Table 4. Test of Students' Ability in Listening Comprehension through Answering Completion and Multiple Choice Test Items at the Eleventh Grade of SMAN 7 Banjarmasin.

No	Name	Completion (total score 60)	Multiple choice (total score 40)	Total Score
1	AA	48	38	86
2	RZI	54	38	92
3	SWS	45	38	83
4	NS	39	34	73
5	CMAH	54	38	92
6	WC	54	36	90
7	AFS	42	38	80
8	MR	39	30	69
9	APS	27	34	61
10	GMS	48	36	84
11	AAG	54	32	86
12	MOYW	60	38	98
13	KPP	57	38	95
14	GLF	51	30	81
15	M	21	34	55
16	GA	30	38	74
17	NLS	45	34	79
18	DAPW	51	32	83
19	DFA	39	38	77
20	MIR	45	34	79
21	MFA	48	36	84
22	FR	54	38	92

	(1)	(2)	(3)	(4)
23	JAH	57	36	93
24	PAR	57	34	91
25	AF	60	36	96
26	SKSR	51	36	87
27	AJR	57	36	93
28	DNA	57	36	93
29	YLC	60	38	98
30	BI	48	38	86
31	MAS	51	38	89
32	MRR	33	36	69
33	AS	30	32	62
34	GA	42	36	78
35	ACP	42	28	70
36	KBMS	51	38	89
37	SJ	45	36	81
38	NOR	9	34	43
39	SRA	57	40	97
40	AQA	57	40	97
41	GAAF	33	34	67
42	AF	42	32	74
43	MA	45	34	79
44	TIPG	48	38	86
45	NH	30	36	66
46	MF	60	40	100
47	MEA	42	36	78
48	MAG	54	38	92
49	AJ	33	32	65
50	NSR	45	36	81
51	MAF	42	36	78

	(1)	(2)	(3)	(4)
52	MRH	42	32	74
53	SAA	39	32	71
54	NM	42	36	78
55	TLM	36	36	72
56	MMY	15	26	41
57	MFH	36	38	74
58	MDK	54	36	90
59	MHG	54	36	90
60	FAPA	57	36	93
61	AL	42	36	78
62	ASZ	54	40	94
63	DM	48	34	82
64	MRP	27	36	63
65	AN	24	32	56
66	K	39	32	71
67	MA	60	34	94
68	MSS	57	36	93
69	LS	51	38	89
70	FR	60	38	98
71	NK	33	32	65
72	RH	45	36	81
73	JEG	54	36	90
74	MEFH	57	36	93
75	MRN	48	34	82
76	SI	21	34	55
77	SNW	48	36	84
78	NN	30	34	64
79	MHM	54	34	88
80	LSR	57	38	95

	(1)	(2)	(3)	(4)
81	MDH	48	32	80
82	ENA	57	36	95
83	GL	54	38	92
84	MTHS	54	38	92
85	MR	54	38	92
86	FHS	54	32	86
87	DDW	48	38	86
88	AM	45	38	83
89	ALF	51	32	83
90	LSS	36	36	72
	Total score	4128	3194	7330
	Mean	45,87	35,49	81,44

The table 4.1 could be seen that 90 students had already done the test. Students answered completion and multiple choice test items. The total of test is 40 questions which 20 items for completion and 20 items for multiple choice. The topics of task are talking about day work the library, train announcement and conversation in daily life. According to data above, the highest score for completion section is 60 and the lowest score is 9. While the highest score for multiple choice section is 40 and the lowest score is 32. So mean score from this result of test is 81,44.

After that, the researcher got the frequency of students' ability in listening comprehension through answering completion and multiple choice test items based on data table above. Then, this result can be described into five categories

(Sudijono:2013). The categories can look on previous chapter. It can be seen as mentioned this below:

Table 4.2 Category, Frequency and Percentage of the Result of Test

No	Score	Frequency	Percentage	Categories
1	81-<100	54	60 %	Excellent
2	61-<80	31	34,4 %	Good
3	41-<60	5	5,56 %	Fair
4	21-<40	0	0 %	Poor
5	0 <20	0	0 %	Very poor

Based on the table 4.2 above, it talked about the frequencies and the categories of students who got score 0 – 100. There are 54 students who got excellent category with percentage 60 %, 31 students who got good category with percentage 34,4 %, 5 students who got fair category with percentage 5,56 % and there are no students who got poor and very poor category. So, total score is 7330 from 90 students.

It could be concluded that the students' ability in listening comprehension through answering completion and multiple choice test items based on its categories. There are no student who got score 0 - < 20 (very poor category) which percentage 0%, no student who got score 21 - < 40 (poor category) which percentage 0%, 5 students who got score 41 - < 60 (fair category) which percentage 5,56%, 31 students who got score 61 - < 80 (good category) which percentage 34,4% and 54 students who got score 81- <100 (excellent category) which percentage 60%. Thus the highest

category of the total percentage of students (100% of 90 students) is 60% meaning “excellent”.

Based on two data above, it is known that the mean score 81,44%. It can be seen that students’ ability in listening comprehension through answering completion and multiple choice test items at the eleventh grade of SMAN 7 Banjarmasin is categorized in “excellent category”. This data have already answered the first problem.

## **2. Description about the Students’ Common Errors in Listening Comprehension through Answering Completion and Multiple Choice Test Items**

The researcher enrolled a test to know students’ common errors in listening comprehension through answering completion and multiple choice test items. There are 40 questions which the students had to answer. The researcher found the students’ difficulty through answering completion and multiple choice questions test items, the researcher analyzed from the students’ answer. Then to know the level of students’ difficulty, researcher analyzed it from the test items itself.

The result of students’ answer can show the comparison between level of common errors completion and multiple choice test items. To find out about which questions with the students gave incorrect answer, the researcher used the index of difficulty formula:

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

Note P : index of difficulty

B : number of participant with correct answer

N : total number of participant

In order to fix the condition of the result, the researcher used category as written in previous chapter. The result of students' common errors in listening comprehension through answering completion and multiple choice tests could be seen in the table below:

Table4.3 Percentage of Students' Common Errors through Completion Test

No of Completion items	NCA (Number students answer correctly)	TIA (Number students answer incorrectly)	ID (Index difficulty of incorrect answer)	Category
(1)	(2)	(3)	(4)	(5)
1	77	13	0,856	Fair
2	60	30	0,667	Fair
3	71	19	0,789	Fair
4	69	21	0,767	Fair
5	72	18	0,8	Fair
6	58	32	0,644	Fair
7	77	13	0,856	Fair
8	31	59	0,344	<b>Difficult</b>
9	69	21	0,767	Fair
10	34	56	0,378	<b>Difficult</b>
11	78	12	0,867	Fair
12	61	29	0,678	Fair
13	72	18	0,8	Fair
14	81	9	0,9	Easy
15	84	6	0,933	Easy



(1)	(2)	(3)	(4)	(5)
16	88	2	0,978	Easy
17	80	10	0,889	Easy
18	81	9	0,9	Easy
19	80	10	0,889	Easy
20	55	35	0,611	Fair

The table 4.3, it could be seen that question number 16 is the highest number of correct answer on completion test items. There are 88 students who can answer correctly. While, the question number 8 is the lowest number of correct answer. There are 31 students who can answer correctly.

Then question 8 is the highest number of incorrect answer on completion test items. There are 59 students who can answer incorrectly and question number 16 is the lowest number of incorrect answer. There are 2 students who can answer incorrectly. So question number 16 is easy category.

After that, the researcher calculated the number of students who answered completion test items correctly (NCA) divided by the number of participant who took the test (N). Thus, it can be reviewed that the result of the difficulty level of the item (P). The bigger the difficulty level of the item (P), it means that is easier the item and the smaller the value of difficulty level of the item (P), it means that is more difficult.

It can be concluded that from table above figured out students' common errors through answering completion test are items number 8 and 10 which classified into

difficult category ( $<0,3$ ). It can be seen for questions number 8 and 10 are mostly difficult questions (8 = ID 0,344, 10 = ID 0,378).

On other side, there are also some questions which classified into fair category. They are items number 1,2,3,4,5,7,9,11,12,13 and 20. It can be seen from index of difficulty question number 1 = ID 0,856, 2 = ID 0,667, 3 = ID 0,789, 4= ID 0,767, 5= ID 0,8 , 7= ID 0,856, 9=ID 0,767, 11=ID 0,867, 12=ID 0,678, 13=ID 0,8 and 20= ID 0,611.

Table 4.4 The Result of Students' Common Errors through Multiple Choice Test Items.

No of Multiple Choice Items	NCA (Number students answer correctly)	TIA (Number students answer incorrectly)	ID (Index difficulty of incorrect answer)	Category
(1)	(2)	(3)	(4)	(5)
21	89	1	0,989	Easy
22	65	25	0,722	Easy
23	80	10	0,889	Easy
24	90	0	1	Easy
25	90	0	1	Easy
26	89	1	0,989	Easy
27	90	0	1	Easy
28	89	1	0,989	Easy
29	82	8	0,911	Easy
30	81	9	0,9	Easy
31	63	27	0,7	Easy
32	80	10	0,89	Easy
33	86	4	0,956	Easy
34	90	0	1	Easy
35	86	4	0,956	Easy

(1)	(2)	(3)	(4)	(5)
36	72	18	0,8	Easy
37	85	5	0,944	Easy
38	87	3	0,967	Easy
39	13	77	0,144	<b>Difficult</b>
40	90	0	1	Easy

The table 4.4, it could be seen that question number 24, 25, 27, 34 and 40 are the highest number of correct answers on multiple choice test items. There are 90 students who can answer correctly. So, these items are easy category. While, the question number 39 is the lowest number of correct answer. There are 13 students who can answer correctly, so this item is classified into difficult category.

On other side, the question number 39 is the highest number of incorrect answer. There are 77 students who can answer incorrectly, so this item classified into difficult category. Whereas, questions number 24, 25, 27, 34 and 40 are the lowest number of incorrect answers on multiple choice test items. There are no students who can answer incorrectly. It means that these items are easy category.

After that, the researcher calculated the number of students who answered multiple choice test items correctly (NCA) divided by the number of participant who took the test (N). Thus, it can be reviewed that the result of the difficulty level of the item (P). The bigger the difficulty level of the item (P), it means that is easier the item and the smaller the value of difficulty level of the item (P), it means that is more difficult.

As shown in explanation above, it could be found out that students' common errors for multiple choice test was item number 39 which classified into difficult category ( $< 0,3$ ). It can be seen for question number 39 is mostly difficult question from other questions (item no 39= ID 0,144). It was related to theory in chapter 2 about design of assessment listening.

### 3. Description about Students' Listening Comprehension Strategies

Students' strategies are to improve their listening comprehension ability, researcher used questionnaire. Questionnaire consists of 6 items is done by students. Based on the questionnaire, the researcher got some information about students do to learn listening comprehension. The result of students' strategies in listening comprehension can be seen this table:

Table 4.5 Result of Listening Comprehension Strategies

No	Listening Comprehension Strategy	Frequency	Total of frequency	Percentage
1	Failure in listening test (cognitive)	Never	44	<b>48,89%</b>
		Once	19	<b>21,11%</b>
		Twice	9	<b>10%</b>
		More 3 times	16	<b>17,78%</b>
2	Practice listening by self at home (cognitive)	Listening to English songs	54	<b>60%</b>
		Listening to tapes or disks of the syllabus in University	2	<b>2,22%</b>

		Listening to news in English	1	<b>1,11%</b>
		Listening to tapes or disks of the syllabus in University	2	<b>2,22%</b>
		Watching a movie, playing a game and chatting with foreign people	31	<b>34,44%</b>
3	Activities while do listening for the first time (cognitive)	Listening for detail information	26	<b>28,89%</b>
		Focus on the new word	17	<b>18,89%</b>
		Go through the questions and guess what the topic about	25	<b>27,78%</b>
		Read the task instruction	12	<b>13,33%</b>
		Ignore it and keep an eye on the audio	28	<b>31,11%</b>
		guess the meaning of word	54	<b>60%</b>
4	Frequency of the time (meta cognitive)	Never	12	<b>13,33%</b>
		Rarely	17	<b>18,89%</b>
		Sometime	35	<b>38,89%</b>
		Often	24	<b>26,67%</b>
5	Activities while do listening test (socio affective)	There is no to do just ready to listen	46	<b>51,11%</b>
		Ask and search about the new word	5	<b>5,56%</b>
6	Activity if don't understand the word/ phrase while listening to audio ( socio affective)	Feeling frustrated and unable to listen another word	6	<b>6,67%</b>

According to table 4.5, it can be seen that the result of questionnaire consists of three aspects of listening comprehension strategies. Cognitive strategy, students said that they mostly never get failure in listening test and they knew the ways to get success in listening test with percentage 48,89 % and few of students said they ever failed more three times in listening test with percentage 17,78%. Not only they did practice listening by self at home like: mostly they like to listening to English song (60%) and watching a movie, playing a game and chatting with foreign people (34,44%) but also they did activities while do listening for the first time. They mostly guess the meaning of word (60%) and listening word by word (50%)

That is all related with metacognitive strategy, students said that they often did self study at home (38,89%). However, there is no significant relationship each other. Then socio-affective strategy is students' activities while do listening test. They mostly said that there is no to do just ready to listen with percentage 51,11% and few of students said and they ask and search about the new word (5,56%). The last is students' activity if don't understand the word/phrase. They said feel frustrated and unable to listen another word with percentage 6,67 %. It can be concluded that students knew what should they do while listening test. It can be seen that students' ability in listening comprehension through answering completion and multiple choice test items at the eleventh grade of SMAN 7 Banjarmasin is classified into excellent category.

## **B. Discussion**

All of data questionnaire and test have been presented in data presentation, this data also analyzed and reported systematically based on the statement of problems through students' ability in listening comprehension through answering completion and multiple choice test items at the eleventh grade of SMAN 7 Banjarmasin. Findings of this study have been discussed in this below:

### **1. Students' Ability in Listening Comprehension through Answering Completion and Multiple Choice Test Items at the Eleventh Grade of SMAN 7 Banjarmasin**

The presented data in the previous subchapter showed that students' ability in listening comprehension through answering completion and multiple choice test items. From the result in subchapter finding, there is no student is in poor and fair categories, most of them are in very good and excellent categories.

There is no student who got score very poor category which percentage 0%, 0 no one student who got score poor category which percentage 0%, 5 students who got score fair category which percentage 5,56%, 31 students who got score good category which percentage 34,4% and 54 students who got score excellent category which percentage 60%. Thus the highest category of the total percentage of students (100% of 90 students) is 60% meaning “**excellent**”.

## 2. Description of Common Errors in Students' Writing through Answering Completion and Choosing the Best Answer in Multiple Choice Test Items

Test which has been given, the researcher got the data. There are some common errors in students' writing through answering completion and multiple choice test items. Test consists of 40 items questions which divided 20 items for completes test and 20 items for multiple choice items. This table below tells about the common errors in students' writing through answering completion and multiple choice test items.

Table 4.6 Students' common errors in listening comprehension through answering completion and multiple choice test items at the eleventh grade of SMAN 7 Banjarmasin.

No	Incorrect sentence	Correct sentence
A	<p>Misspelling</p> <p>1. Incorrect singular or plural:</p> <ul style="list-style-type: none"> <li>• <b>Newspaper</b> are given to all <b>passenger</b></li> </ul> <p>2. Wrong word:</p> <ul style="list-style-type: none"> <li>• <b>Messengers</b> are given to all passengers</li> <li>• Lecture series takes place on <b>family</b> room</li> <li>• Please sit back, <b>relaks</b> and enjoy the trip</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Newspapers</b> are given to all <b>passengers</b></li> <li>• <b>Newspapers</b> are given to all passengers.</li> <li>• Lecture series takes place on <b>meeting</b> room</li> <li>• Please sit back, <b>relax</b> and enjoy the trip</li> </ul>



	<ul style="list-style-type: none"> <li>• We look forward to <b>see</b> you again in the future</li> <li>• Please have as much coffee, tea or <b>somedrinks</b> as you wish</li> </ul>	<ul style="list-style-type: none"> <li>• We look forward to <b>serving</b> you again in the future</li> <li>• Please have as much coffee, tea or <b>soft drinks</b> as you wish</li> </ul>
	3. Incorrect time	
	<ul style="list-style-type: none"> <li>• Library opens on <b>morning</b></li> <li>• Lecture series schedule on <b>evening</b></li> </ul>	<ul style="list-style-type: none"> <li>• Library opens at <b>08.30- 04.30</b></li> <li>• Lecture series schedule on Friday at <b>18.30</b></li> </ul>
B	Phonological element recognition	
	<ul style="list-style-type: none"> <li>• We are now <b>living</b> Paris</li> <li>• We will make <b>to</b> stops on this trip</li> <li>• Black cart is books to <b>in pair</b></li> </ul>	<ul style="list-style-type: none"> <li>• We are now <b>leaving</b> Paris</li> <li>• We will make <b>two</b> stops on this trip</li> <li>• Black cart is books to <b>repair</b>.</li> </ul>
C	Paraphrase recognition	
	<ul style="list-style-type: none"> <li>• Mother' suggestion for gift grandfather is <b>English test</b></li> <li>• Steps for make jewelry from the beads are <b>3</b> steps</li> </ul>	<ul style="list-style-type: none"> <li>• Mother' suggestion for gift grandfather is <b>good news</b></li> <li>• Steps for make jewelry from the beads are <b>2</b> steps.</li> </ul>

Table 4.5 it can be shown that the result of students' common errors in listening comprehension through answering completion and multiple choice test items at the

eleventh grade of SMAN 7 Banjarmasin are three common errors. They are errors in misspelling, phonological element recognition and paraphrase recognition.

### **3. Students' Listening Comprehension Strategies**

The researcher used questionnaire to find out about the students' strategies toward to listening activity. The table 4.5 showed that 48,89% of students never get failure in their listening tests and get success the test. This fact related with their result of test is in excellent category. However, students seem to spend very little time on practicing at home 38,89% (sometimes), 13,33% (never), 18,89% (rarely). Self-study is such as a way to succeed in listening. For their improvement, students like to listen to English songs (60%), chatting with friend in other country, play a game and watch movie (34,44%).

How students do before listening partially has impact on their comprehension of the listening text. According to the data which has been collected, 51,11% of the students said that they don't do anything and keep ready to listen. It was reasonable enough because students must concentrate for their listening test. However, read the task instruction should be prior to reading under any circumstances. They will know what test taker is supposed to do and how to deal with that. There are just 13,33% of students taking this step. On other step, 27,78% of students of the eleventh grade said that they guess what the topic about. It is a good way to keep them concentrate to listening audio.

In addition, new words are a trouble their understanding the text. When encountering a new word, students know what should they did 28,89% of students try to guess its meaning and 31,11 % keep on listening. From this, this study saw that students know some tips for ignored lacking of vocabulary. In listening comprehension, a good listener will not listen to all the words of the listening task. They may skip any part of it and just focus on the information that they need to their answer. It is related with most participant of 60% agreed try to guess the meaning. Once 50% said that they try to comprehend every single word, there is little chance for them to discover the key words which give them clues to understand the listening text.

In sum up, the strategies used by students are cognitive strategy, metacognitive strategy and socio affective strategy. Cognitive strategy consists of know the ways to get success in listening test and never get failure the test, practice listening by self and activities while do listening for the first time. Then, socio-affective strategy consists 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 of the time for self-study.