

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This subchapter presents the data that have been collected on the research. The presentation covers primary data about the students' common errors in listening to vowel minimal pairs of the eighth grade students at SMPN 3 Kertak Hanyar Banjar Regency.

1. Description about students' common errors in listening to vowel minimal pairs of the eighth grade students at SMPN 3 Kertak Hanyar Banjar Regency.

To analyze the data, the writer must collect the data first, in order to know the students data, the writer held the test. It is to answer the first statement of problem: students' common errors in listening to vowel minimal pairs of the eighth grade students at SMPN 3 Kertak Hanyar Banjar Regency. The total number of sample for this test are 48 students. The test had been performed once for about 30 minutes at their own class. The writer took only some of the whole vowels such as (/i: /I/), (/ʌ/ /a:/), (/ʊ /u:/), (/ɒ/ɔ:/), (/eə/ɪə/). Every set of item of minimal pairs consist of 2 words. (see appendix 4 and 5)

Here is the data about the test result on errors in listening to vowel minimal pairs of the eighth grade students at SMPN 3 Kertak Hanyar Banjar Regency that the writer has collected.

Table 4.1 The Total Correct and Incorrect of Students' Common Errors in Listening to Vowel Minimal Pairs Section A and B

Vowels sound	Number of Students Incorrect Answer	Percentage	Number of Students Correct Answer	Percentage	Total Percentage
/ɪ/	20	42%	28	58%	100%
/i:/	2	4,2%	46	95,8%	100%
/ʌ/	1	2%	47	98%	100%
/a:/	1	2%	47	98%	100%
/ʊ/	5	10%	43	90%	100%
/u:/	21	44%	27	56%	100%
/ɒ/	9	19%	39	81%	100%
/ɔ:/	3	6%	45	94%	100%
/eə/	45	94%	3	6%	100%
/iə/	34	71%	14	29%	100%

Based on the table 4.1, it can be seen that the lowest number of incorrect answer vowel /ɪ/ is 20 the percentage is 42% and the highest correct answer is 28 the percentage is 58%. Futhermore, the lowest number incorrect answer vowel /i:/ is 2 the percentage is 4,2% and the highest number of correct answer is 46 the percentage is 95,5%. The lowest number of incorrect answer vowel /ʌ/ is 1 the percentage is 2% and the highest number of correct answer is 47 the percentage is 98%. The lowest number of incorrect answer vowel /a:/ is 1 the percentage is 2% and the highest number of correct answer is 47 the percentage is 98%. The lowest number of incorrect answer vowel /ʊ/ is 5 the percentage is 10% and the highest number of correct answer is 43 the percentage is 90%. The lowest number of incorrect answer vowel /u:/ is 21 the percentage is 44% and the highest number of correct answer is 27 the

percentage is 56%. The lowest number of incorrect answer vowel /ɒ/ is 9 the percentage is 19% and the highest number of correct answer is 39 the percentage is 81%. The lowest number of incorrect answer vowel /ɔ:/ is 3 the percentage is 6% and the highest number of correct answer is 45 the percentage is 94%. The lowest number of incorrect answer vowel /eə/ is 45 the percentage is 94% and the highest number of coceect is 3 the percentage is 6%. The last, the lowest number of incorrect answer vowel /iə/ is 34 the percentage is 71% and the highest number of correct answer is 14 the percentage is 29%.

From the description and the data above, it can be known that the most students' errors in the listening test is in vowel /eə/. There are 48 students and only 3 people who has correct answer and the other are incorrect.

Table 4.2 The Score of the Eighth Grade Students SMPN 3 Kertak Hanyar Banjar Regency

Students' Number	Score
1.	90
2.	80
3.	85
4.	75
5.	75
6.	85
7.	90
8.	80
9.	85
10.	90
11.	95
12.	85
13.	85
14.	90
15.	95

16.	80
17.	80
18.	50
19.	90
20.	85
21.	90
22.	90
23.	85
24.	80
25.	100
26.	90
27.	85
28.	100
29.	90
30.	100
31.	80
32.	85
33.	95
34.	85
35.	95
36.	95
37.	95
38.	90
39.	85
40.	80
41.	80
42.	80
43.	80
44.	80
45.	85
46.	80
47.	80
48.	75
TOTAL	4105

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

N

$$M = \frac{4105}{48} = 85,5$$

48

From the table of the students' score above, it can be known that the lowest score of the test result in listening to vowel minimal pairs is 75 and the highest score of the test result in listening to vowel minimal pairs is 100. It can be known from the the data above the mean of students is 85,5 which is got from the total score of the students is 4105 and divided with the number of total sample that is 48, it can be said that the students ability in listening to vowel minimal pairs included in excellent category.

Table 4.3 The Frequency Distribution of the Result Students' Common Error in Listening to Vowel Minimal Pairs of the Eighth Grade Students at SMPN 3 Kertak Hanyar.

No.	Category	Score	Frequency	Percentage
1.	Very low	0-<20	0	0%
2.	Low	20-<40	0	0%
3.	Fair	40-<60	1	2,08%
4.	Good	60-<80	3	6,25%
5.	Excellent	80-<100	44	91,67%

From the table 4.3, it can be seen that there is (0%) students whose score is around 0-19 that classified in the very low category and 20-39 that classified in the low category. There is 1 student (2,08%) whose score is around 40-59 that classified in the fair category. There are 3 students (6,25%) whose score are around 60-79 and they are classified in the good category. Meanwhile, there are 44 students (91,67%) whose score are around 80-100 and they are classified in the excellent category.

2. Description about the factors that caused students errors in listening to vowel minimal pairs of the eighth grade students at SMPN 3 Kertak Hanyar Banjar Regency.

This part explained the findings based on questionnaire and interview. Both of them answer the second problem statement: what are the factors that caused students' errors in listening to vowel minimal pairs of the eighth grade students at SMPN 3 Kertak Hanyar Banjar Regency.

a. Questionnaire

In this section, the writer gave questionnaire to the 48 students from class A, B, C, and, D of the eighth grade. The questionnaire consisted 15 questions (see appendix 3). Students choose an answer by a marking (√) in the provide space. One question only has one answer.

Based on the result of questionnaire, there were two number in *never* answer such as: 7 and 8. About 23 (47,92%) of 48 students who answered *never* in the seventh number of the questionnaire and about 48 (100%) of 48 students or the whole students answered *never* in the eighth number of the questionnaire.

There were eight numbers in *rarely* answer such as: 1, 2, 3, 4, 5, 6, 11, and 13. About 32 (66,76%) of the 48 students who answered *rarely* in the first number of questionnaire. The second number of questionnaire there are about 27 (56,25%) students who answered *rarely*. The third number of questionnaire there are about 25 (52,08%) of 48 students who answered *rarely*. The fourth number of questionnaire there are about 24 (50%) of 48

students who answered *rarely*. The fifth number of questionnaire there are 21 (43,75%) of 48 students who answered *rarely*. The sixth number there were about 23 (47,92%) of 48 students who answered *rarely*. The eleventh number of questionnaire there were 21 (43,75%) of 48 students who answered *rarely*. The last, the twelfth number of questionnaire there were 18 (37,5%) of 48 students who answered *rarely*.

Meanwhile, there were five numbers in *often* answer: 9, 10, 12, 14, and 15. For the ninth number of questionnaire there were 19 (39,59%) of 48 students who answer *often*. The tenth number of questionnaire there were 39 (81,25%) of 48 students who answered *often*. The twelfth number of questionnaire there were 23 (47,91%) of 48 students who answer *often*. Then, the fourteenth number of questionnaire there were 26 (54,17%) of 48 students who answered *often*. The last, the fifteenth number of questionnaire there were 32 (66,67%) of 48 students who answered *often*. For detail information (see appendix 10)

b. Interview

To get deeper data, the writer conducted an interview. The writer takes half of 48 students many as 24 students. The writer used interview guide to gather information (see appendix 2). Based on interview, most students of 24 students approximately replied with the same answer. So, to take the conclusion from interview the writer took eight students of 24 students.

According to student number 35, she is able to understand if the teacher who becomes the speaker when learning listening. The reason is the sound of the teacher more clear and more easily to understand than a native speaker on audio and can be repeated more than once although the sound of a native speaker can also be repeated more than once. Another reason is less vocabulary, so she considers that the sound of a native speaker very strange for her ears, it's caused she does not know the word or the sentence.

According to student number 7, she is the smarter student in the class. She likes to listen to radio and watching up to date news on the television. But, when she wants to find the meaning of the vocabulary from the audio or the television she was very difficult because when she try to write it, she forgot what she heard and need to repetition to understand one by one of word.

According to student number 29, he likes to listening English song especially mellow songs. But, he is bad in concentration. His concentration will be lost if there is a noise and he does not know the meaning of the word or sentence if the native speaker speak fast. According to him, the speed of the native speaker very affect for his concentration in listening. When he lost it, he cannot remember what had he heard and stopped to listen.

According to student number 9, before started interview, the writer asked to her for mention about the name of the things in the class, the name of animals, buildings, etc in English. She was able to answer well. She is good in vocabularies. Then, the writer asked her to write two simple

sentences “*Saya mempunyai tiga pohon*” dan “*Ayah saya adalah seorang pelaut*”. She was able to write both of the sentences correctly. After that, the writer asked to her to write simple sentence what she heard from the writers’ phone that is “*the avocados are green*”. After a while, she said that she cannot cannot write the sentence. Then, the writer translated it into Bahasa and she write in English correctly. The cause of the problem is less practice listening, unfamiliar with the sound.

According to student number 12, the sound and the speed of native speaker very affect in her concentration. If she got trouble with the sound aoutomatically she caannot understanding the meaning. After that, she would stop listen if she does not know the meaning Besides, she does not write and forgot what the native speaker said.

According to students number 25, because she has trouble in vocabulary, unfamiliar sound and unfamiliar word are the problems that caused student number 25. She assumed that anyone who became the speaker whether it is the teacher of native speaker or from audio it is not problem. If she lack in vocabulary automatically she cannot understand the topic of learning and cannot answer the questions.

According to student number 3, he said that the sound of the teacher more easier to him because it could be repeated clearly. He also feel nervous when face to listening lesson using audio. It is happen because he used to hear the sound of the teacher. He was fear if he could not answer the questions and less practice out of class.

According to student number 10, he abhors English especially listening lesson. He felt that English very difficult. He had never studied English before. He has poor concentration in English. In addition, he never write down whatever has said by the teacher , so that it makes him quickly forgot what he heard.

Based on interview with several students of the eighth grade above, there are some factors caused of error in listening:

- 1) Getting trouble with the sound.
- 2) Have understand every word
- 3) Cannot understand fast, naturally native speaker.
- 4) Need hear things more than once
- 5) Students' attention and concentration
- 6) Unfamiliar sounds
- 7) Quickly forget what is heard
- 8) Rarely do listening practice out of class
- 9) Unfamiliar words

B. Discussion

After presenting the data, the writer analyze all the obtained data to give some consideration on the research.

1. The most common type of errors in listening to vowel minimal pairs of the eighth grade students at SMPN 3 Kertak Hanyar Banjar Regency.

The presented data on the previous subchapter shows that there are no students are included in very low category (0-<20) and low category (20-<40). There is 1 students (2,08%) who are in fair category (40-<60), there are 3 students (6,25%) who are in good category (60-<80), and there are 44 students (91,67%) who are in excellent category (80-<100).

Furthermore, based on the test the total number of correct answer in vowel /I/ is 28 students, the total number of correct in vowel /i:/ is 46 students, the total number of correct answer in vowel /Λ/ is 47 students, the total number of correct in vowel /a:/ is 47 students, the total number of correct in vowel /ʊ/ is 43 students , the total number of correct in vowel /u:/ is 27 students, the total number of correct in vowel /ɒ/ is 39 students, the total number of correct in vowel /ɔ:/ is 45 students, the total number of correct in vowel /eə/ is 3 students, and the total number of correct in vowel /iə/ is 14 students.

While, the total number of incorrect answer in vowel /I/ is 20 students, the total number of incorrect answer in vowel /i:/ is 2 students, the total number of correct answer in vowel /Λ/ is 1 student, the total number of correct answer in vowel /a:/ is 1 student, the total number of correct in vowel /ʊ/ is 5 students, the total number of correct in vowel /u:/ is 21 students, the total number of correct in vowel /ɒ/ is 9 students, the total number of correct in vowel /ɔ:/ 3 students, the total number of correct in vowel /eə/ is 45 students, and the last the total number of correct in vowel /iə/ is 34 students.

From the description above, it can be seen that the most common error made error in listening to vowel minimal pairs is in the vowel /eə/ as many as

45 from 48 students and the second the most common error is in the vowel /iə/ as many as 34 from 48 students. because the students not routinely listen to the English, lack of vocabulary, and unfamiliar with the sound or the words. It was so hard to distinguish that are very similar. So, from the data analysis it can be conclude that the most common errors in listening to vowel minimal pairs at SMPN 3 Kertak Hanyar is in vowel /eə/ and /iə/.

2. The factors that caused students' errors in listening to vowel minimal pairs of the eighth grade students at SMPN 3 Kertak Hanyar Banjar Regency

There are several factors that caused students' errors in listening to vowel minimal pairs made by the eighth grade students. Based on the result of questionnaire and interview with several students, the writer concludes that the caused of students' errors in listening are by many factors. According Ur (1996:111) explains that there are many factors. First, one of some causes of students' errors in listening caused by getting trouble with the sounds. Most students rely mostly on context for comprehension, they are often themselves unaware sound perception.

Second, have understand every word. Students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective ignoring of heard information or something, they do naturally in their mother tongue. The teacher should explain this point to the students and set them occasional tasks that asks them to scan a relatively long task for one two limited items of information.

Third, cannot understand fast, naturally native speaker. The students can only understand if the teacher talks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level of them.

Fourth, need hear things more than once. Students need more than once to hear the text. In this problem, the teacher can try to use texts that include “redundant” passage and within which the essential information is presented more than once and not too intensively and give students the opportunity to request clarification or repetition during the listening.

Another factors according Rost (1994:119) are students’ attention and concentration. He explained that many students have difficulties following instruction owing to apparent inattention and concentration. Such students may not be adapting well to the numerous distraction in a typical classroom. Moreover, students’ trouble in unfamiliar sounds. As summarized by Rost (2002:9) ‘stress-timing produces numerous linked or assimilated consonants and reduced (or weakened) vowels so that the pronunciation of words often seem slurred.

In addition, most of students quickly forget what is heard, so the students rarely write what is heard when listening. According to explanation Goh (2000:60) ‘the students recognized words in the text and had apparently

understand what they heard, they soon forgot the contents because of limited capacity of their short-term memory'.

Most of students rarely do listening practice out of class. Whereas, it can improve the students' ability in listening. Goh (2000) explained listeners had developed some listening because of their lack of practice outside the classroom, even though enough exercises were provided through the visual classroom.

There are students' unfamiliar words. Goh (2000) explained that the students were missing the next a text when they stopped to think about unfamiliar words ot the interpretation of a segment of text.