

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

To find students' problems in receptive skills, the writer spread a test which consists of 40 question students in order they answered 20 questions of listening and 20 questions of reading. Then, to get more valid data about students' problems frequency. After that, they are tested by a kind of listening and reading. Test in order to know their ability in listening and reading.

The writer did the research on November, 5th 2017, until Januari 5th 2018, then November 8th 2017 the writer gave research letter from Departement Educational of Banjarmasin City to Headmaster of State Junior High School of 20 Banjarmasin.

1. Description about student test score in receptive skills of the eight grade at State Junior High School of 20 Banjarmasin academic year 2017/2018

The writer did the research on November 12, 2017 until November 30, 2017. This sub chapter presents the data have been collected on the research. The presentation covers primary data that are about students' ability in receptive skills.

The writer conducted a questionnaire on November 12, at class VIIID and VIIIA, on November 14, at class VIIIB and VIIIE, on November 15, at class VIIC and VIIIE, and on November 16, at class VIIIF through 60 minutes for 27 questions of questionnaire.

After that, the writer conducted a test on November 19, at class VIID, on November 21, at class VIIB, on November 22, at class VIIIA, on November 23, at class VIIF, on November 28, at class VIIC, and on November 29, at class VIIE through 90 minutes for 40 questions of receptive skills. The score for each multiple choice has score 2,5. Because of eight students are too large, the writer took 50% from 165 students, so the total respondents are 84 students.

The result of students' ability in receptive skills at SMPN 20 Banjarmasin, it is found the data that the highest score is 52,5 and the lowest score is 22,5 . The accumulated score is 1485 . The test result can be seen in this following table:

Table 4. 1 The Students' Test Score in Receptive Skills

Students	Receptive Skills		Students score (Total of True answer x 2,5)
	Listening	Reading	
1. AZ	5	7	30
2. CP	6	11	42,5
3. DNE	8	8	40
4. DH	6	11	40
5. KH	7	10	42,5
6. KR	7	10	42,5
7. Mt	4	8	30
8. NR	6	10	40
9. NH	3	8	27,5
10. R	6	9	37,5
11. RM	7	11	42,5
12. St	9	10	47,5
13. VFP	7	7	35
14. AB	6	9	37,5

15. A	7	8	37,5
16. AM	7	9	40
17. Gw	10	11	52,5
18. GT. AM	6	10	40
19. KW	7	9	40
20. MRP	5	9	35
21. MF	5	6	27,5
22. M	3	8	27,5
23. MRF	8	9	42,5
24. N	2	7	22,5
25. NH	4	8	30
26. SW	5	7	30
27. WA	2	11	32,5
28. W	4	5	22,5
29. AR	9	11	50
30. A	8	10	45
31. GS	3	8	27,5
32. MFR	3	8	27,5
33. MS	5	10	37,5
34. MA	4	9	32,5
35. MG	6	7	32,5
36. NS	7	8	37,5
37. NH	4	8	30
38. RBS	6	8	35
39. SBN	4	7	27,5
40. SY	4	8	30
41. S	6	11	40
42. TA	5	9	35
43. AA	6	9	37,5
44. A	7	10	42,5
45. ES	9	10	47,5
46. H	6	6	30
47. J	6	8	35
48. K	3	12	37,5
49. MA	9	12	52,5
50. M	4	8	30
51. MA	4	7	27,5
52. MZM	6	8	35
53. NA	8	9	42,5
54. RA	5	5	25
55. SA	5	11	40
56. SH	6	9	37,5

57. BNK	7	7	35
58. E	5	6	27,5
59. HF	9	11	50
60. HNR	3	8	27,5
61. K	6	8	35
62. M	7	7	35
63. MA	6	6	30
64. MH	7	11	45
65. MR	7	8	37,5
66. M	6	8	35
67. NI	9	10	47,5
68. SP	3	10	32,5
69. SAS	6	9	37,5
70. SF	9	10	47,5
71. AR	5	7	27,5
72. ANS	3	8	27,5
73. HS	5	8	32,5
74. HE	9	9	45
75. MH	5	9	35
76. MA	5	13	45
77. MZ	6	8	35
78. N	6	12	45
79. ND	3	5	20
80. N	6	7	32,5
81. POA	4	12	40
82. RDH	4	6	25
83. RJ	9	10	47,5
84. SAP	6	10	40
Total	486	735	3.042,5
Mean			36,22

To know students' ability in receptive skills of the eight grade of SMPN 20 Banjarmasin, the writer uses the formula as follows:

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

$$M = \frac{3.042,5}{84}$$

$$M = 36,22$$

Based on the data above, the total score is 3.048 of 84 students. The mean score is 36,22 shows that students' ability in receptive skills is categorized into average category.

Table 4. 2 The Category of Students' Ability in Receptive Skills

No	Score	Category	X
1	80 – 100	Very high ability	
2	60 -< 80	High ability	
3	40 -< 60	Average ability	36,21
4	20 -<40	Low ability	
5	0 -< 20	Very low ability	

Whereas the percentage of wrong answers in the test in 63 % which is measured use the formula:

$$P = \frac{\Sigma False}{\Sigma question} \times 100 \%$$

$$P = \frac{2.139}{3.360} \times 100 \%$$

$$P = 0,63 \times 100 \%$$

$$P = 63 \%$$

Table 4. 3. The Category of Students' Problem

Score	Category	Students' wrong answer
80 – 100	Very high	63 %
60 < 80	High	
40 ≤ 60	Fair	
20 ≤ 40	Low	
0 ≤ 20	Very low	

It means that students have 63 % problems in the students' problem in receptive skills test, and it is categorized in high problem level.

2. Description of students' receptive skills achievement (Listening Skill)

The researcher makes 40 questions multiple choice test (20 questions of listening and 20 questions of reading) to measure the students' problem in receptive skills. The result can be seen in appendix.

The table shows that in identify the explicit of a test, the false of the students' answer is 406. Mainwhile in identify the implisit of monolog, the false of students' answer 300. In identify the picture of monolog, the false of the students' answer is 265. Then, identify the main idea of monolog, the false of the students answer is 281. Thus, students made mistakes in answering the questions which involve the four features. The most wrong answer is in identify the explicit information and the fewest wrong answer is in identify the picture in a monolog.

The researcher then wants to measure the students' score in each problem which the result is shown with these tables.

Table 4. 4Students' Ability in Listening Skill Test

Problem	Question	N	Σ question (question x N)	X ($100 \div$ Σ question)	F	X (f x X)
Identify the implisit information	5	84	420	0,24	300	72
Identify the explicit information	6		504	0,20	406	81,2
Identify the picture	5		420	0,24	265	63,6
Identify the main idea	4		336	0,30	281	84,3

The Table 4. 5 The Category of Students' Problems in Listening Skill

Problem	Problem Score	Percentage	Category	Score
Identify the implisit information	72	72%	High Problem	$60 \leq 80$
Identify the explicit information	81,2	81,2%	High Problem	$80 \leq 100$
Identify the picture	63,6	63,6%	High Problem	$60 \leq 80$
Identify the main idea	84,3	84,3%	High Problem	$80 \leq 100$

From the data, it can be revealed that the highest listening skill problem is in identify the main idea of the monolog. Beside the lowest listening skill problem is in identify the picture of the monolog. Moreover, there is a problem that is included in high problem.

3. Description of students' receptive skills achievement (Reading Skill)

The researcher makes 40 questions multiple choice test (20 questions of listening and 20 questions of reading) to measure the students' problem in receptive skills. The result can be seen in appendix.

The table shows that in analyzing the topic of a text, the false of the students' answer is 74. Meanwhile in finding the main idea of paragraph, the false of the students' is 32. In comprehending the supporting idea of a paragraph, the false of the students' answer is 67. Then, in looking for the specific information of a text, the false of the students' answer is 34. In finding the factual information from the text, the false of the students' answer is 60. In comprehending the reference, the false of the students' answer is 60. Thus, students made mistakes in answering the question which involve the six features. The most wrong answer is in identify the topic of a text and the fewest wrong answer is in identify main idea of paragraph in a text.

The research then want to measure the students' score in each problem which the result is shown with these tables.

Table 4. 6 The Students' Ability in Reading Skill Test

Problem	Question	N	\sum question (question \times N)	$X (100 \div$ \sum question)	F	$X (f \times$ $X)$
Analyzing the topic	4	84	336	0,30	74	22,2
Finding the main idea	2		168	0,59	32	18,88
Comprehending the supporting idea	4		336	0,30	67	20,1
Looking for the specific information	2		168	0,59	34	20,06
Finding the factual information	4		336	0,30	60	18
Comprehending the reference	4		336	0,30	60	18

The Table 4. 7 The Category of Students' Problems in Reading Skill

Problem	Problem Score	Percentage	Category	Score
Analyzing the topic	22,2	22,2%	Low Problem	$20 \leq 40$
Finding the main idea	18,88	18,88%	Very Low Problem	$0 \leq 20$
Comprehending the supporting idea	20,1	20,1%	Low Problem	$20 \leq 40$
Looking for the specific information	20,06	20,06%	Low Problem	$20 \leq 40$
Finding the factual information	18	18%	Very Low Problem	$0 \leq 20$
Comprehending the reference	18	18%	Very Low Problem	$0 \leq 20$

From the data, it can be revealed that the highest reading skill problem is in Analyzing the topic of the text. Beside the lowest reading skill problem is

in finding the factual information and comprehending reference. Moreover, there are three problems that is included in very lowproblem, and three problems that are included in low problem.

B. Discussions

After all the obtained data are repoeted in detail as result of this research, they also need to be analized based on the order issues that have introduced earlier in this study:

1. Students problems in listening skill

In listening test, the bigger percentages showed 84,3% of respondents problem in identify the main idea when they have hear soft sound or voice. Harmer said that users of the language must know how to say a word that is ho to pronounce it. This knowledge is mate up of three areas; sounds, stress, and intonation. This is because they have to deal with a lot of difficult input, such as the speakers' expression, speakers' volume, speakers speed in speaking, the speakers' diction, and also the culture background that is brought in the conversation. Especially in here the student got problems in trouble with sound, have to understand every word, cannot understand fast (natural native speech), need to hear things more than once, find it difficult to keep up and get tired.

2. Students problems in reading skill

In reading test, the bigger percentages showed 22,2% of students have problems in analyzing the topic in a text. In here the respondents have problems in word attack, fluency, syntatic structure and word meaning. Based on Antoni theory stated that in reading learn about vocabulary to remind the students of the importance of vocabulary for contextual clues for meaning and guessing the meaning of unfamiliar words.

From theory above, the students difficult in translate each word in a text. If the students don't know the meaning of each word they can't to know the meaning in a sentence correctly. In other hand the students cannot to make a perception about the text and in here the students must remember what they learn in the past about vocabulary.