

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

To know more about the students' achievement in listening to American English and British English, the writer conducted a written test which consists of twenty questions.

Based on the result of the test, it was found that the highest score of the listening test for American English is 80 and the lowest score is 10. The accumulated score is 1,640. Whereas, the highest score of the listening test for British English is 80 and the lowest score is 15. The accumulated score is 1,495. The result can be seen in the table below:

Table 4.1 Result of the Listening Test

No	Name	Score	
		American English	British English
1	ANF	50	35
2	SM	50	50
3	NSI	55	45
4	RFR	40	45
5	AA	35	35
6	ARW	55	65

7	MR	45	70
8	AR	45	20
9	AAD	35	30
10	LIM	35	35
11	NES	35	25
12	EN	35	20
13	DA	30	50
14	SAM	55	40
15	AKR	35	25
16	FSP	35	30
17	HM	35	30
18	SR	40	40
19	NR	25	20
20	MS	25	20
21	NH	25	25
22	M	30	20
23	RE	30	20
24	RM	10	15
25	LD	25	25
26	EP	40	25
27	SME	30	30

28	ANRH	45	45
29	FH	35	25
30	KA	35	35
31	IS	45	60
32	MNA	35	40
33	FA	25	30
34	LNI	75	60
35	R	80	75
36	RA	60	45
37	H	60	35
38	MSA	70	80
39	NA	60	50
40	MAS	30	25
	Total	1,640	1,495

1. Data interpretation

To find out the students' listening score level, the writer classifies the data into five categories suggested by Harris (1969, p.134), namely Excellent, Good, Fair, Low, and Very Low. The details of the classification can be seen in the table below:

Table. 4.2 Categories of Students' Listening Score

Score	Category
80-100	Excellent
70-79	Good
60-69	Fair
50-59	Low
0-49	Very Low

a. Students' scores in American English listening test

Table. 4.3 Interpretation of students' scores in American English listening test

Score	Frequency	Percentage	Category
80-100	1	2.5%	Excellent
70-79	2	5%	Good
60-69	3	7.5%	Fair
50-59	5	12.5%	Low
0-49	29	72.5%	Very Low
Total	40	100%	

b. Students' scores in British English listening test

Table. 4.4 Interpretation of students' scores in British English listening test

Score	Frequency	Percentage	Category
80-100	1	2.5%	Excellent

70-79	2	5%	Good
60-69	3	7.5%	Fair
50-59	3	7.5%	Low
0-49	31	77.5%	Very Low
Total	40	100%	

2. Significant difference

To find out the comparison of the students' achievement between listening to American English and British English, the writer used "t-test". After all the collected data have been processed, the writer analyzed them and made the conclusion by using "t-test" formula.

- a. Looking for mean of variable I by using the following formula:

$$M_1 = \frac{\sum x}{N}$$

$$M_1 = \frac{1640}{40}$$

$$M_1 = 41$$

- b. Looking for mean of variable II by using the following formula:

$$M_2 = \frac{\sum y}{N}$$

$$M_2 = \frac{1495}{40}$$

$$M_2 = 37.37$$

- c. Looking for standard deviation for variable I and variable II as follows the formula:

Table 4.6 Accounting of Standard Deviation of Variable I And Variable II

No	Score		X	Y	x^2	y^2
	X	Y	$(X - M_1)$	$(Y - M_2)$		
1	50	35	9	-2.37	81	5.62
2	50	50	9	12.63	81	159.52
3	55	45	14	7.63	196	58.22
4	40	45	-1	7.63	1	58.22
5	35	35	-6	-2.37	36	5.62
6	55	65	14	27.63	196	763.42
7	45	70	4	32.63	16	1,064.72
8	45	20	4	-17.37	16	301.72
9	35	30	-6	-7.37	36	54.32
10	35	35	-6	-2.37	36	5.62
11	35	25	-6	-12.37	36	153.02
12	35	20	-6	-17.37	36	301.72
13	30	50	-11	12.63	121	159.52
14	55	40	14	2.63	196	6.92
15	35	25	-6	-12.37	36	153.02

16	35	30	-6	-7.37	36	54.32
17	35	30	-6	-7.37	36	54.32
18	40	40	-1	2.63	1	6.92
19	25	20	-16	-17.37	256	301.72
20	25	20	-16	-17.37	256	301.72
21	25	25	-16	-12.37	256	153.02
22	30	20	-11	-17.37	121	301.72
23	30	20	-11	-17.37	121	301.72
24	10	15	-31	-22.37	961	500.42
25	25	25	-16	-12.37	256	153.02
26	40	25	-1	-12.37	1	153.02
27	30	30	-11	-7.37	121	54.32
28	45	45	4	7.63	16	58.22
29	35	25	-6	-12.37	36	153.02
30	35	35	-6	-2.37	36	5.62
31	45	60	4	22.63	16	512.12
32	35	40	-6	2.63	36	6.92
33	25	30	-16	-7.37	256	54.32
34	75	60	34	22.63	1,156	512.12
35	80	75	39	37.63	1,521	1,416.02
36	60	45	19	7.63	361	58.22

37	60	35	19	-2.37	361	5.62
38	70	80	29	42.63	841	1.817.32
39	60	50	19	12.63	361	159.52
40	30	25	-11	-12.37	121	153.02
	$\Sigma x =$ 1685	$\Sigma y =$ 1365			$\Sigma x^2 =$ 8,660	$\Sigma y^2 =$ 10,499.58

After accounting, the writer continued to find out the standard deviation of variable I and variable II by using the following formula:

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1}}$$

$$SD_1 = \sqrt{\frac{8.660}{40}} = \sqrt{216.5} = 14.71$$

$$SD_2 = \sqrt{\frac{\sum y^2}{N_2}}$$

$$SD_2 = \sqrt{\frac{10,499.58}{40}} = \sqrt{262.49} = 16.20$$

d. Looking for standard error of mean variable I by using the following formula:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N-1}}$$

$$SE_{M_1} = \frac{14.71}{\sqrt{40-1}} = \frac{14.71}{\sqrt{39}} = \frac{14.71}{6.24} = 2.36$$

- e. Looking for standard error of mean variable II by using the following formula:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N-1}}$$

$$SE_{M_2} = \frac{16.20}{\sqrt{40-1}} = \frac{16.20}{\sqrt{39}} = \frac{16.20}{6.24} = 2.60$$

- f. Looking for standard error for comparative mean variable I and mean variable II by using the following formula:

$$SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

$$SE_{M_1-M_2} = \sqrt{2.36^2 + 2.60^2} = \sqrt{5.57 + 6.76} = \sqrt{12.33} = 3.51$$

- g. Looking for t by using the following formula:

$$t = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$

$$t = \frac{41 - 37.37}{3.51} = \frac{3.63}{3.51} = 1.03$$

- h. Giving interpretation for “ t ” with consulting t table (“ t_{table} ”):

- Looking for degree of freedom:

$$df/db = (N_1 + N_2) - 2$$

$$df/db = (40 + 40) - 2 = 78$$

- Consulting score of “ df/db ” with “ t table”

- In significant degrees “ t table” 5% = 1.99

- In significant degrees “ t table” 1% = 2.64

i. The writer made a conclusion

Thus, based on the explanation of the formula above, it was clearly seen that $t_{count} (1.03) < t_{table} 5\% (1.99)$ or $t_{count} (1.03) < t_{table} 1\% (2.64)$. It means that t_{count} is lower than t_{table} .

As the result, there is no significant differences in students' achievement between listening to American English and British English of the fourth semester students of English Department at Antasari State Islamic University Academic Year 2017/2018. Therefore, the writer concluded that **H_0 (Zero Hypothesis) is accepted and H_a (Alternative Hypothesis) is rejected.**

B. Discussion

From the statistical measurement above, it is found that the students' achievement in listening to American English can be interpreted as: 2.5% of them are in excellent category, 5% of them are in good category, 7.5% of them are in fair category, 12.5% of them are in low category, and 72.5% of them are in very low category. Whereas, the mean of the score is 41.

In the other side, the students' achievement in listening to British English can be interpreted as: 2.5% of them are in excellent category, 5% of them are in good category, 7.5% of them are in fair category, 7.5% of them are in low category, and

77.5% of them are in very low category. Whereas, the mean of the score is 37.37. The reasons behind it might be because of the difficulties in listening itself.

The result of the research shows that most of the students' scores are interpreted as very low category with 72.5% for American English and 77.5% for British English. The reasons behind it might be because of the difficulties in listening itself.

The first difficulty is because the students have trouble with the sound of the language itself. In a listening activity, listeners have to rely on their knowledge of the language to understand what speaker says, and having trouble with the sound of the language will cause trouble in comprehending the meaning of what someone says. Practice with pronunciation will help in identifying the sounds of a language.

The second difficulty is because most of foreign language learners are taught to understand every word that is spoken. The process of understanding every word causes losing the context of what the speaker says. Eventually, it is hard for the learners to fully understand what they hear.

The third difficulty is the fact that it is hard to understand fast, naturally native speech. Listening to English native speakers speak naturally is a challenging thing since mostly they speak fast, moreover with the accent they have, it becomes more difficult to grasp the meaning of what they are saying. Due to this reason, learners will often ask the speaker to slow down and speak clearly. But so that the learners become used to it, they should be exposed to as much natural talk as they can.

The fourth difficulty is listeners mostly need to hear more than once to fully understand. But in real life, they are often to have to cope with ‘one-off’ listening, and this causes they lose many important information that they need.

In this research, the writer uses test to collect the data about the students’ achievement in listening to American English and British English. The test which is in the form of written test is divided into three kinds of question; multiple choice, filling in the blank, and essay. The writer found that both in American English and British English, multiple choice is kind of question where the students answer correctly the most, followed by filling in the blank and essay. In American English test, the shares of the point that the students got from each kinds of question are: multiple choice question 915 point, filling in the blank 645 point, essay 80 point. Whereas in British English test, the shares of the point are: multiple choice question 865 point, filling in the blank 580 point, essay 50 point.

Based on the calculation, it is found that t_{count} (1.03) is lower than t_{table} 5% (1.99) or t_{count} (1.03) is also lower than t_{table} 1% (2.64). Because t_{count} is lower than t_{table} 5% and 1%, the writer concludes that there is no significant difference in students’ achievement between listening to American English and British English of the fourth semester students of English department at Antasari State Islamic University Banjarmasin academic year 2017/2018.

Liao and Sophia (2016) have already conducted a research on listening comprehension ability between American English and British English, and the result

also shows that there is no significant difference in listening comprehension ability between American English and British English.

Based on what the writer found, there are several reasons that cause there is no significant difference in students' achievement between listening to American English and British English. The first reason is because the lecturers of listening subject use both American English and British English in the class when teaching listening; therefore, the students are used to listen to them which cause their achievement in listening to American English and British English do not differ too far. The next reason is due to the popularity of English itself, especially American English and British English. The students can learn English from anything and anywhere such as by watching movies or listening to music which also cause the students become used to listen to the two varieties of English.