

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 most common type of error in listening of the eleventh grade students at MAN 1 Kandangan academic year 2014/2015.

1. Description about the most common type of errors in listening of the eleventh grade students at Madrasah Aliyah Negeri 1 Kandangan academic year 2014/2015

To analyze the data, the writer must collect the data first, in order to know the students data, the writer held the test to find out students' common errors in listening. The total number students at the eleventh grade of MAN 1 Kandangan are 84 students, but the students who present just 76, 8 students was absent, so I did 76 students for listening test.

The writer had done a listening test to the students of Madrasah Aliyah Negeri 1 Kandangan Hulu Sungai Regency in academic year 2014/2015. The test had been performed once for about 20 minutes at their own class.

Here is the data about the test result on errors in listening of the eleventh grade students at MAN 1 Kandangan academic year 2014/2015 that the writer has collected.

**Table 4.1 The Result on errors in listening of the eleventh grade students at
MAN 1 Kandangan academic year 2014/2015**

| No. | Number of correct answer | | | | Total Score |
|-----|--------------------------|---|---|----|----------------|
| | W | C | V | M | |
| 1. | 6 | 8 | 6 | 10 | 75 |
| 2. | 9 | 8 | 4 | 10 | 77.5 |
| 3. | 7 | 7 | 4 | 10 | 70 |
| 4. | 8 | 9 | 7 | 10 | 85 |
| 5. | 10 | 7 | 1 | 4 | 55 |
| 6. | 9 | 6 | 5 | 9 | 72.5 |
| 7. | 8 | 8 | 7 | 8 | 80 |
| 8. | 8 | 9 | 5 | 1 | 57.5 |
| 9. | 8 | 9 | 5 | 4 | 65 |
| 10. | 9 | 9 | 4 | 3 | 62.5 |
| 11. | 7 | 5 | 4 | 4 | 50 |
| 12. | 8 | 9 | 6 | 4 | 67.5 |
| 13. | 9 | 8 | 4 | 2 | 57.5 |
| 14. | 10 | 8 | 4 | 2 | 60 |
| 15. | 10 | 8 | 6 | 3 | 67.5 |

| | | | | | |
|-----|---|----|----|----|------|
| 16. | 8 | 9 | 4 | 4 | 62.5 |
| 17. | 8 | 10 | 6 | 4 | 70 |
| 18. | 8 | 9 | 9 | 10 | 90 |
| 19. | 9 | 8 | 7 | 4 | 70 |
| 20. | 5 | 8 | 6 | 4 | 57.5 |
| 21. | 8 | 8 | 8 | 3 | 67.5 |
| 22. | 6 | 8 | 4 | 5 | 57.5 |
| 23. | 8 | 6 | 4 | 1 | 47.5 |
| 24. | 8 | 8 | 6 | 2 | 60 |
| 25. | 1 | 10 | 7 | 2 | 50 |
| 26. | 9 | 9 | 4 | 10 | 80 |
| 27. | 7 | 10 | 3 | 10 | 75 |
| 28. | 7 | 8 | 6 | 8 | 72.5 |
| 29. | 7 | 7 | 3 | 3 | 50 |
| 30. | 6 | 7 | 6 | 2 | 52.5 |
| 31. | 8 | 9 | 4 | 10 | 77.5 |
| 32. | 8 | 8 | 6 | 10 | 80 |
| 33. | 6 | 6 | 10 | 1 | 57.5 |
| 34. | 9 | 10 | 4 | 1 | 60 |
| 35. | 7 | 8 | 10 | 6 | 77.5 |
| 36. | 8 | 9 | 7 | 10 | 85 |
| 37. | 8 | 9 | 6 | 10 | 82.5 |

| | | | | | |
|-----|----|----|----|----|------|
| 38. | 8 | 9 | 6 | 10 | 82.5 |
| 39. | 8 | 8 | 6 | 8 | 75 |
| 40. | 9 | 9 | 5 | 9 | 80 |
| 41. | 8 | 7 | 6 | 7 | 70 |
| 42. | 9 | 8 | 6 | 4 | 67.5 |
| 43. | 9 | 9 | 6 | 10 | 85 |
| 44. | 9 | 7 | 4 | 8 | 70 |
| 45. | 8 | 9 | 6 | 10 | 82.5 |
| 46. | 8 | 8 | 4 | 10 | 75 |
| 47. | 8 | 8 | 4 | 9 | 72.5 |
| 48. | 8 | 9 | 2 | 4 | 57.5 |
| 49. | 9 | 8 | 6 | 10 | 82.5 |
| 50. | 10 | 8 | 5 | 8 | 77.5 |
| 51. | 9 | 9 | 10 | 10 | 95 |
| 52. | 9 | 9 | 5 | 10 | 82.5 |
| 53. | 8 | 9 | 4 | 7 | 70 |
| 54. | 8 | 7 | 6 | 10 | 77.5 |
| 55. | 8 | 10 | 6 | 5 | 72.5 |
| 56. | 9 | 8 | 5 | 10 | 80 |
| 57. | 8 | 1 | 4 | 4 | 42.5 |
| 58. | 7 | 9 | 6 | 10 | 80 |
| 59. | 7 | 10 | 5 | 10 | 80 |

| | | | | | |
|-----|-----|-----|-----|-----|------------------|
| 60. | 8 | 10 | 5 | 0 | 57.5 |
| 61. | 7 | 8 | 7 | 7 | 72.5 |
| 62. | 6 | 7 | 5 | 5 | 57.5 |
| 63. | 7 | 8 | 4 | 6 | 62.5 |
| 64. | 8 | 7 | 6 | 0 | 52.5 |
| 65. | 9 | 9 | 7 | 10 | 87.5 |
| 66. | 9 | 9 | 4 | 5 | 67.5 |
| 67. | 9 | 2 | 6 | 7 | 60 |
| 68. | 7 | 9 | 7 | 5 | 70 |
| 69. | 7 | 8 | 6 | 10 | 77.5 |
| 70. | 10 | 8 | 7 | 10 | 87.5 |
| 71. | 9 | 10 | 6 | 10 | 87.5 |
| 72. | 7 | 8 | 5 | 10 | 62.5 |
| 73. | 7 | 8 | 4 | 6 | 62.5 |
| 74. | 9 | 8 | 6 | 3 | 65 |
| 75. | 8 | 7 | 5 | 4 | 60 |
| 76. | 9 | 7 | 5 | 10 | 77.5 |
| | 605 | 614 | 414 | 495 | $5320/76=$ 70 |

W: one word stimulus

M: morphological

C: consonants

V: vowel

Based on the table above, it is identified that the highest score of the test result is 95 and the lowest one is 42.5. The accumulative score is 5320. Mean of the score is 1813 divided by 76 that is 70. While the highest number of correct answer in one word stimulus is 10 and the lowest one is 1 and the total number of correctness in one word stimulus is 605. Furthermore, the highest number of correct answer in consonant phonemic pair is 10, and the lowest one is 1 and the total number of correct answer in consonants phonemic pair is 614. The highest number of correct answer in vowels phonemic pair is 10, and the lowest one is 1 and the total correct answer in vowels phonemic pair is 414. The highest number of correct answer in Morphological pair, -ed is 10 and the lowest one is 0 and the total correct answer in Morphological pair, -ed is 495.

The table below explains the categories of the score and its distribution.

Table 4.2 The frequency distribution of the result on error in listening of the eleventh grade students at MAN 1 Kandangan academic year 2014/2015.

| No | Category | Score | Frequency | Percentage |
|----|-----------------|---------|-----------|------------|
| 1. | Very High Error | 0-<20 | - | |
| 2. | High Error | 20-<40 | - | |
| 3. | Fair Error | 40-<60 | (16) | (21,05) |
| 4. | Low Error | 60-<80 | (40) | (52,63) |
| 5. | Very Low Error | 80-<100 | (20) | (26,31) |

From the table above we can see that there is 0% students whose score is around 0-19 that classified in the very high category and 20-39 that classified in the very high error category. There are 16 students (21.05%) whose score are around 40-59 and they are classified in the fair error category. There are 40 students (52.63%) whose score are around 60 -79 and they are classified in the low error category. Meanwhile, there are 20 students (26.31%) whose score are around 80- 89 and they are classified in the very low error category.

Table 4.3 The frequency of students' common error in listening in section A, B, C and D of listening test

| Question Number | Frequency | Percentage |
|-------------------------|------------------|-------------------|
| 1 ^A (vine) | 55 | 6.18 |
| 2 ^A (live) | 35 | 3.93 |
| 3 ^A (car) | 2 | 0.22 |
| 4 ^A (choose) | 1 | 0.11 |
| 5 ^A (zoo) | 2 | 0.22 |
| 6 ^A (bag) | 37 | 4.16 |
| 7 ^A (three) | 11 | 1.23 |
| 9 ^A (pan) | 2 | 0.22 |
| 10 ^A (sleep) | 3 | 0.33 |
| 1 ^B (he) | 41 | 4.61 |
| 2 ^B (sheep) | 18 | 2.02 |
| 3 ^B (write) | 25 | 2.81 |

| | | |
|---------------------------|----|------|
| 4 ^B (coat) | 9 | 1.01 |
| 5 ^B (bus) | 11 | 1.23 |
| 8 ^B (class) | 4 | 0.44 |
| 9 ^B (they) | 39 | 4.38 |
| 10 ^B (bear) | 22 | 2.47 |
| 1 ^C (living) | 34 | 3.82 |
| 2 ^C (pet) | 20 | 2.24 |
| 3 ^C (band) | 14 | 1,57 |
| 4 ^C (bill) | 42 | 4.72 |
| 5 ^C (pen) | 25 | 2.81 |
| 6 ^C (ten) | 45 | 5.06 |
| 7 ^C (kettle) | 71 | 7.98 |
| 8 ^C (box) | 59 | 6.63 |
| 9 ^C (sock) | 8 | 0.89 |
| 10 ^C (bear) | 12 | 1.34 |
| 1 ^D (missed) | 28 | 3.14 |
| 2 ^D (watered) | 25 | 2.81 |
| 3 ^D (loved) | 30 | 3.37 |
| 4 ^D (called) | 14 | 1.57 |
| 5 ^D (looked) | 29 | 3,26 |
| 6 ^D (listened) | 32 | 3.59 |
| 7 ^D (helped) | 34 | 3.82 |

| | | |
|---------------------------|-----|-------------|
| 8 ^D (borrowed) | 17 | 1.91 |
| 9 ^D (played) | 33 | 3.71 |
| | 889 | 100 (99.81) |

Based on the table above, it is identified that in section A, there are 6.18% of students made error in question no 1^A, 3.93% of students made error in question no 2^A, 0.22% Of students made error in question no 3^A, 0.11% of students made error in question no 4^A, 0.22% of students made error in question no 5^A, 4.16% of students made error in question no 6^A, 1.23% of students made error in question no 7^A, 0.22% of students made error in question no 9^A, 0.33% of students made error in question no 10^A.

In section B, there are 4.16% of students made error in question no 1^B, 2.02% of students made error in question no 2^B, 2.81% of students made error in question no 3^B, 1.01% of students made error in question no 4^B, 1.23% of students made error in question no 5^B, 0.44% of students made error in question no 8^B, 4.38% of students made error in question no 9^B, 2.47% of students made error in question no 10^B.

In section C, there are 3.82% of students made error in question no 1^C, 2.24% of students made error in question no 2^C, 1.57% of students made error in question no 3^C, 4.72% of students made error in question no 4^C, 2.81% of students made error in question no 5^C, 5.06% of students made error in question no 6^C, 7.98% of students made error in question no 7^C, 6.63% of students made error in

question no 8^C, 0.89% of students made error in question no 9^C, 1.34% of students made error in question no 10^C.

The last in section D, there are 3.14% of students made error in question no 1^D, 2.81% of students made error in question no 2^D, 3.37% of students made error in question no 3^D, 1.57% of students made error in question no 4^D, 3.26% of students made error in question no 5^D, 3.59% of students made error in question no 6^D, 3.82% of students made error in question no 7^D, 1.91% of students made error in question no 8^D, 3.71% of students made error in question no 9^D. So, the total frequency of errors made by students in listening is 889 errors, and it can be stated that the students made error mostly in question no 7^C as many as 71 errors (7.98 %).

Table 4.4 The frequency of students' common error in listening

| Kinds of Error | Frequency | percentage |
|------------------------------|------------------|-------------------|
| 1. One word stimulus | 71 | 27.20 |
| 2. Phonemic pair, consonants | 69 | 26.43 |
| 3. Phonemic pair, vowels | 73 | 27.96 |
| 4. Morphological pair, -ed | 48 | 18.39 |
| | 261 | 100 (99.98) |

Based on the table above, it is identified that 27. 20% of students made error in choosing one word stimulus. 26.43% of students made error in choosing consonants phonemic pair. 27.96% of students made error in choosing vowels

phonemic pair. 18.39% of students made error in choosing -ed morphological pair. So, the total frequency of error made by students is 260 error, and it can be stated that the most common type of error in listening made by students is in choosing vowels phonemic pair as many as 73 (27.96%).

2. The causes of errors based on students' perception

Based on interview with students, there are some causes of error in listening, but the writers just mention a few, these are:

1. Do not have enough vocabulary
2. Unfamiliar word
3. Quickly forget what is heard
4. Rarely write what is heard
5. Students rarely listening practice out of class

B. Discussion

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

1. The most common type of errors in listening made by the eleventh grade of MAN 1 Kandangan academic year 2014/2015.

The presented data on the previous subchapter shows that there is no student is included in very high error category (0-< 20) and high error category (20-< 40). There are 16 students (21.05%) who are in fair error category (40-< 60), there are 40 students (52.63%) who are in low error (60-<80), and there are

20 students (26.31%) who are in very low error category. The mean score is 70 (low error category). Furthermore, the total number of correct answer one word stimulus is 605, the total number of correct answer in consonant phonemic pair is 614, the total number of correct answer in vowel phonemic pair is 414, and the total number of correct answers in morphological, -ed is 495. The total frequency of error made by students in listening is 261 errors. It can be stated that the most common type of errors in listening made by students is in choosing vowels phonemic pair as many as 73 (27.96%).

Many students made error in choosing vowels phonemic pair because students rarely pronounce English words correctly and is not routinely listen to the conversation of English so it was hard to distinguish sounds that are very similar, example "bill- bell". As described in the book of Prihantoro (2014) discipline and routine are the important factors in learning all skills.

So, from the data analysis above it can be concluded that the most common type of errors in listening made by students of the eleventh grade students at MAN 1 Kandangan academic year 2014/2015 is in vowel phonemic pair.

2. Causes of errors based on students' perception at the eleventh grade of MAN 1 Kandangan academic year 2014/2015

Based on the interview with several students, the writer concludes that the students' errors in listening caused by they do not have enough vocabulary,

according to Underwood (1989) identifies limited vocabulary size as the most important causes in common problems perceived by learners.

There are students' unfamiliar words. Goh (2000) explained that the students were missing the next part of a text when they stopped to think about unfamiliar words or the interpretation of a segment of text. However, the listeners in this study missed the following part of the text when they were still involved in bottom-up skills such as word recognition of familiar words, which means that they knew the words by sight rather than by sound.

In addition, most students quickly forget what is heard, so the students rarely write what is heard. According to explanation Goh (2000, p. 60), 'the students recognized words in the text and had apparently understood what they heard, they soon forgot the contents because of limited capacity of their short-term memory'. Writing is actually an important point in an audio we have heard it is very important, because we are not able to remember all that we hear and it will help us answering a question.

Moreover, most students rarely do listening practice out of class. Listening practice out of class is very important for to improve students' listening ability. 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.