

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presents the data that have been collected in the research. The presentation covers data about the correlation between students' Grammar and Listening ability of Simple Past Tense at the fourth semester of English Department students UIN Antasari Banjarmasin on 5-8 May 2017. Starting from trying out the data at English Department students at UNISKA Banjarmasin until finding the correlation between the Grammar and Listening ability.

1. Reliability and Validity

In this section, the researcher did the both try out at Uniska on 22 May 2017 for Grammar test and 24 May 2017 for Listening test. The Grammar test consist of 40 questions and for the Listening test consist of 25 questions.

The value of Cronbach Alpha for Grammar test is 0.745 and for Listening test is 0.75.

Table 4.1 Reliability of Grammar Test

	Reliability
Grammar Test	0.745
Listening Test	0.75

Meanwhile, all items for Grammar which consists of 40 questions are valid and for Listening test which consist of 25 questions are also valid. The r table for its validity is 0.32, as the number of students is 38 students, where $df = N - 2$ then $df = 38 - 2 = 26$ students.

2. Correlation

After collecting data and calculating data using SPSS 22, the researcher found that:

A. Means and Standard Deviation

Table 4.2 Means and Standard Deviation for Grammar and Listening Test

	Means	Std Dev.	N
Grammar	79.84	18.303	110
Listening	72.22	23.241	110

B. Correlation

Table 4.3 Correlation between Students' Grammar and Listening Ability

		Grammar Listening	
Grammar	Pearson Correlation	1	.679
	Sign. (2-tailed)		.00
Listening	Pearson Correlation	.679	1
	Sign. (2-tailed)	.00	

C. Hypothesis

Based on findings after calculating data, the researcher found that H_a accepted.

(H_a : $\rho \neq 0$ There is a correlation between students' Grammar and Listening ability of Simple Past Tense at the fourth semester of English Department students UIN Antasari Banjarmasin.

B. Discussion

Based on findings, the researcher found some information about students' Grammar and Listening test at the fourth semester of English Department students UIN Antasari Banjarmasin. These things answer

the research questions in chapter I. The researcher categorized the students' grammar and listening ability based on their score according to David P. Harris, 2007.

In addition, the researcher also found the correlation between them.

1. Testing the validity and reliability at UNISKA Banjarmasin

Based on findings, all items for Grammar consists of 40 items and Listening as which consist of 25 items are valid. The r table for its validity is 0.32, as the number of students is 38 students, where $df = N - 2$ then $df = 38 - 2 = 36$ students.

The value for reliability of Grammar is 0.745 and for Listening 0.75 which mean that the position of reliability criteria is good for them both.

What make the items test valid and reliable was the researcher adjust the items test based on the level of students, syllabus of English Department, and the material itself. Moreover, when the test was held, the students of English Department UNISKA Banjarmasin looked enjoy to answer the test and also some of them

were confused to answer the test. Also, based on their result of the test, some of their tests result are in poor and excellent criteria.

2. Students' Grammar ability of Simple Past Tense at the fourth semester of English Department students UIN Antasari Banjarmasin.

From the statistical measurement, the researcher found that there is 1 student who got score 22.5 (0.90 %), 1 student got score 27.5 (0.90 %), there are 2 students who got score 30 (1.81 %), 2 students who got score 45 (1.81 %), 2 students who got score 47.5 (1.81 %), 2 students who got score 50 (1.81 %), 2 students who got score 52.5 (1.81 %), 1 student who got score 55 (0.90 %), 1 student who got score 57.5 (0.90 %), 3 students who got score 60 (2.72 %), 2 students who got score 62.5 (1.81 %), 5 students who got score 65 (4.54 %), 4 students who got score 67.5 (3.63 %), 5 students who got score 70 (4.54 %), 2 students who got score 72.5 (1.81 %), 6 students who got score 75 (5.45 %), 5 students who got score 77.5 (4.54 %), 2 students who got score 80 (1.81 %), 3 students who got score 82.5 (2.72 %), there is 1 student who got

score 85 (0.90 %), there are 11 students who got score 87.5 (10 %), 2 students who got score 90 (1.81 %), 12 students who got score 92.5 (10.90 %), 15 students who got score 95 (13.63 %), 13 students who got score 97.5 (11.81 %), and 5 students who got score 100 (4.54).

Moreover, based on the means of students' Grammar score which is 79.84, it can be concluded that students' Grammar ability of Simple Past Tense is in good category or high level. A few students are quite difficult to answer the test whereas they have already studied the Simple Past Tense at the second semester. They were quite confused to answer the question as they were not sure the Simple Past Tense form. Moreover, they were still confusing between the Simple Past Tense and the simple continuous tense. Those cases proven by their test result/score as explained above. But in contrast, many students are in good score. When the data collected, the researcher found that some of them are easy to answer the test and some of them are not. The students who are difficult to answer the test was because they have low English

ability especially in Grammar and also they do not practice in their daily environment where the English Department UIN Antasari provided a must; every students have to speak English on Monday and Thursday. This is in line with Liu “Non-English majors who usually have little contact with and few chances to use the target language in their daily life”. As Indonesia is as foreign language, it meant that English is used for communication among Indonesian or as additional language used institutionally in this country (Fadillah, 2013, p. 38).

3. Students’ Listening ability of Simple Past Tense at the fourth semester of English Department students UIN Antasari Banjarmasin.

From the statistical measurement, the researcher found that there are 2 students who got score 0 (0 %), there is 1 student who got score 16 (0.90 %), there are 2 students got score 20 (1.81 %), there is 1 student who got score 24 (0.90 %), 1 student who got score 28 (0.90%), 1 student who got score 40 (0.90 %), there are 7 students who got score 44 (6.36 %), 4 students who got score 48 (3.63 %), 5

students who got score 52 (4.54 %), 5 students who got score 56 (4.54 %), 6 students who got score 60 (5.45 %), 5 students who got score 64 (4.54 %), 7 students who got score 68 (6.36 %), 6 students who got score 72 (5.45 %), 3 students who got score 76 (2.72 %), 5 students who got score 80 (4.54 %), 6 students who got score 84 (5.45 %), 5 students who got score 88 (4.54 %), 20 students who got score 92 (18.18 %), 11 students who got score 96 (10 %), and 7 students who got score 100 (6.36 %). Then, based on the means of students' Listening score which is 72.22, it can be concluded that students' Listening ability of Simple Past Tense is in good category or high level.

A few students are quite difficult to answer the Listening test as the researcher uses two kinds of speed, first text in slow speed and the last one is in fast speed. Those two speed are based on their difficulty level (Brown, 2007, p. 125). Also, they were still confusing to answer the question meanwhile it focuses on past form.

Many studies (Ellis, 1994: Nunan, 2003: Richards, 2005) showing multiple influences of Listening in primary and secondary language learning, the outcome of this study points out that Listening performance have large correlation with EFL proficiency (Bozorgian, 2012, p. 662). Factors that influenced the Listening Test is in good criteria that many students guessed the answers if they were not hearing clearly the audio, but their answers are true. Moreover, they have already passed the Listening II where the narrative text was the material of Listening II. Also, before going to the test, the researcher asked them to read and understand the text first. This is according to the principles of Listening, one of them is help students prepare to listen. Students need to be made ready to listen. This means that they will need to look pictures, discuss the topic, or read the question first, for example in order to be in a position a predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about topic), but also so that they are engaged with the topic and the task and really want to listen (Harmer, 2007, p. 135).

4. Correlation between students' Grammar and Listening ability of Simple Past Tense at the fourth semester of English Department students UIN Antasari Banjarmasin.

Based on finding, the researcher found that the value of Pearson Product Moment for Grammar and Listening is **0.679**. In order to know whether the coefficient of correlation is significant or not, the table of significance or the r table is used. This table functions to interpret the significant of the coefficient of correlation at 0.05 level of significance. To get apparent illustration of the interpretation, the following is the 0.05 level of significance for 110 students with r critical value df (N-2). Based on data analysis, the coefficient correlation obtained from the computation was significant, because the r observed was 0.679 that was higher than the r critical 0.187 at 0.05 level of significance. Based on table of Correlation using SPSS 22, the coefficient is 0.00 in significant. Therefore, the hypothesis stated that the 0.00 less than $\alpha = 0.05$ **Ho (Zero Hypothesis) is rejected and Ha (Alternative Hypothesis) is accepted.** That there is a significant correlation between

students' Grammar and Listening ability of Simple Past Tense at the fourth semester of English Department students UIN Antasari Banjarmasin. It means that the correlation is positive strong correlation between them both. The higher students' Grammar ability, the higher students' Listening ability. When the researcher tested the Listening test to the students, there are no difficulties in answering the test as they know the test was focus to Simple Past Tense form only. In other words, if/when the L2 was used, the focus on any Listening would have been on translation of lexical items or Grammar structures. By understanding the Grammar of a language and the principles of how words are put together or parsing, we can make sense of spoken text (Flowerdeew and Miller, 2005, p. 4-6).