

**A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS
OF SMP TUAH NEGERI PEKANBARU IN LISTENING
COMPREHENSION ON NARRATIVE TEXTS**

Maryah Nur Ulfa, Dr. Jismulatif, M.Hum, Dr. Fakhri Ras, M.Ed
Email: maryahnurulfa26@gmail.com, faizjis@yahoo.co.id, fakhriras@yahoo.com
CP: 082392123098

*Student of English Study Program
Language and Arts Department
Faculty of Teacher Training and Education
Universitas Riau*

Abstract: *This descriptive research is aimed at finding out the ability of the second year students of SMP Tuah Negeri Pekanbaru in listening comprehension on narrative texts. The subjects of this research were class VIIIB which consist of 35 students. The data collected on April 2017, used multiple choice question which consist of 20 questions from 4 components; finding main idea, detail information about the story, inference and restatement. Based on the data analysis, it was found that the ability of second year students in listening comprehension on narrative texts was classified into excellent level with mean score of 80.99. Next, the students' mean score in finding the main idea was in excellent level with the mean score of 80.57. Finding detail information about the story was categorized into excellent level with the mean score of 81.71. Getting inference can be grouped into excellent level with mean score of 81.14. Finding restatement can be considered into excellent level with mean score of 80.57. As a conclusion, the highest score obtained by the students was in finding detail information about the story with the mean score of 81.7 (excellent). It means the use of listening material in teaching narrative text is suitable to the research subjects. It would be better to recommend the other researcher to conduct relevant study on the narrative text.*

Keyword: *Listening comprehension, Narrative text.*

**STUDI KEMAMPUAN SISWA TAHUN KEDUA SISWA SMP
TUAH NEGERI PEKANBARU DALAM
KEMAMPUAN LISTENING
PADA TEKS NARATIF**

Maryah Nur Ulfa, Dr. Jismulatif, M.Hum, Dr. Fakhri Ras, M.Ed
Email: maryahnurulfa26@gmail.com, faizjis@yahoo.co.id, fakhrras@yahoo.com
CP: 082392123098

Mahasiswa Program Studi Bahasa Inggris
Departemen Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan siswa tahun kedua SMP Tuah Negeri Pekanbaru dalam memahami teks Naratif pada kegiatan listening. Subjek penelitian adalah kelas VIIIIB yang terdiri dari 35 siswa. Data penelitian dikumpulkan pada bulan April 2017, dengan menggunakan tes yang terdiri dari 20 pertanyaan dari 4 komponen; menemukan gagasan utama, informasi detil tentang cerita, kesimpulan dan restatement. Berdasarkan data analisis, ditemukan bahwa kemampuan siswa kelas dua dalam pemahaman listening dikelompokkan kedalam tingkat yang sangat bagus dengan skor rata-rata 80.99. Selanjutnya, nilai rata-rata siswa dalam menemukan gagasan utama sangat baik dengan skor rata-rata adalah 80.57. Menemukan informasi detil dalam cerita dikategorikan dalam kedalam tingkat sangat baik dengan skor rata-rata 81.71. Menemukan kesimpulan di kelompokkan dalam tingkat sangat baik dengan skor rata-rata 81.14. Menemukan restatement dipertimbangkan kedalam tingkat sangat baik dengan skor rata-rata 80.57. Sebagai kesimpulan, skor tertinggi yang diperoleh siswa adalah dalam menemukan informasi detil dalam cerita dengan skor rata-rata 81.71 (sangat baik). Itu berarti menggunakan materi listening dalam pembelajaran teks naratif cocok untuk subjek penelitian. Akan lebih baik untuk merekomendasikan kepada peneliti lain juga membuat studi yang relevan tentang narrative teks.

Kata kunci: Kemampuan Listening, Narrative Teks

INTRODUCTION

English is one of the foreign languages which taught at educational institution in Indonesia, from junior high school until university level. Brown (1994) states that in learning English, students have to be mastered four language skills, they are writing, reading, speaking and listening. Listening is one of the skills that should be mastered by the students, because good listening is needed to make good communication. The ability of the students in listening comprehension has to be increased in order to enable to catch the idea from the speaker well.

Wolvin (2010) states that more than 40% of our daily communication time is spent on listening, 35% on speaking, 16% reading and only 9% on writing. It shows that listening is important in overall language used. Listening is one way for the students to absorb the meanings of words and sentence by the brain. Listening means following and understanding the sound, through listen the students can improve their ability in receiving and interpreting the message. In listening the students need to learn how to listen, and to get chance to listen to different types of English, so they will be able to understand to spoken English outside the classroom.

This study focused on the ability of the second year students in listening comprehension. Listening material was applied in narrative text. The reason for choosing narrative text is because students in second year have already learned b Harmer (1998) states that listening is a receptive skill where people obtain the main ideas according to what they hear. As receptive skill, listening is skill for people who will receive the sounds and try to understand about the information. In addition Helgesen (2003) says that listening is a receptive skill that people can receive and understand the information.

According to Hornby (1974) listening is try to hear and pay attention. In the same view, Underwood (1997) says that listening is the activity of paying attention and trying to get meaning from something we hear. Therefore, listening is active process to send the messages from speaker to listener by sound.

Brown and Yule (1983) say that listening is a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message.

The listening is first language skill in English learning before speaking, reading and writing. Through the listening function in language use can be isolating, it is typically linked to speaking in normal pattern of vocal interchange, with regular shift of roles in oral discourse between speaker and listener.

Listening is defined as more than just being in environment of speech sounds, more carefully specified, listening is attending to and interpreting oral language. The students should be able to hear oral speech in English, segment the stream of sounds and understand the message they convey. The teaching of listening for students of fourth year can be started by preparing the instruction and they have to do it correctly, such: Listen carefully, open your book, and others.

Although a passive skill, listening is an active process of selecting and interpreting information from auditory and visual clues (Richard, 2008). Most of what is known about the listening process stems from research on native language development. However, as the importance of teaching listening comprehension has increased.

Listening skills are vital for the learners. Listening and speaking are often taught together, but for beginners especially non-literate ones should be given more listening than speaking practice. It's important to speak as close to normal speed as possible, although with beginners some slowing is usually necessary.

There are many types of listening activities. Those that do not require learners to produce language in response are easier than those that do (Richards, 2008). Learners can be asked to physically respond to a command (for example, "please, open the door"), select an appropriate picture object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions.

Saricoban (2007) states that listening is a receptive skill. If the teachers want their students produce something, the teaching will be more communicative. This brings teachers to the must of integrating language skills. y the students.

Moreover, Nunan (1995) says that listening was seen as a major source of comprehensible input. Language learning textbooks began including listening activities that were not simply presentation of language to be produced. They were listening activities for input, the beginning of the kinds of listening tasks common in books today. Listening comprehension is a very complex process, and if teachers want to measure it, they must first understand how that process work. If teachers consider how the language comprehension system works, it is obvious that a number of different types of knowledge are involved: both linguistic knowledge and nonlinguistic knowledge. Linguistic knowledge is of different types, but among the most important are phonological, lexis, syntax, semantics, and discourse structure. The non-linguistic knowledge used in comprehension is knowledge about the topic, about the context, and general knowledge about the world and how it works. In particularly, listening comprehension lesson are vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse.

After noticing the theories above, it can be concluded that listening comprehension is the mind activity to understand spoken materials containing information to get the meaning the speaker want to convey using his background knowledge through the interaction between the listener and the speaker.

According to Wahidi (2008) narrative text is a text focusing on specific participants and its social function is to tell stories or past event and entertain the readers or listeners. A narrative text usually has problem and resolution in the story that contains the moral messages.

Narrative is a kind of story that deals with problematic events which leads to a crisis or turning point of some kind, which in turn finds a resolution (Rina 2012). According to syllabus of SMP, listening in narrative aims the students to amuse and get their interest in finding the purpose of the text itself.

RESEARCH METHODOLOGY

This research is descriptive research with only one variable that describes the ability of the second year students at SMP Tuah Negeri Pekanbaru. According to Gay (2006) descriptive research determines and describes the way things are. It involves

collecting data in order to answer questions about the current status of the subject study. A descriptive research gives facts about subjects of study without any manipulation or treatment and does not control the subject being studied.

The population of the research is all of the second year students of Smp Tuah Negeri Pekanbaru, which consist of 100 students and the sample of this research is the second year students at SMP Tuah Negeri Pekanbaru in class VIII B which the total of students around 35 students.

A clustered random sampling technique is used for selecting the participants in this study because the subject of this study was consist of some clusters. This technique is employed to ensure a fairly equal representation of the variables for the study. Therefore, clustered random sampling technique is employed from classes which selected.

The process to get sample in this research is as follows: the writer wrote the name of classes in pieces of paper and put in a box, then the writer shuffled the box and selected a paper randomly, the paper which took by the writer will be the sample. As the result VIII B was selected as the sample.

The instrument of this research is video about narrative text. The questions are in the form multiple choices type. The students were asked to answer the questions based on listening material with the total of questions were 20, which consist of main idea, detail information about the story, inference, and restatement adapted from King and Stanley (1989).

Before administering the test to the students, the test was tried out in order to prove the difficulty level of the test. The index of difficulty for facility value of an item showed how easy or difficult the particular item proved in the test. Heaton (1991) shows the formula to calculate the facility value (difficulty index). It can be formulated as follows:

$$FV = \frac{R}{N}$$

Where:

FV : item difficulty
 R : the number of correct item
 N : the number of students
 Heaton (1988)

The test item would be accepted if the difficulty level (FV) is between 0,30 – 0,70 and it will be rejected if the difficulty level (FV) is below 0,30 (difficult)

After collecting all the data, some formula was used in order to analyse the students score in listening comprehension of narrative text. The student's individual score from the test was analysed by using the formula which was adapted from Harris (1974).

$$M = \frac{X}{N} \times 100$$

Where:

M : individual score

X : the number of correct answer

N : the number of itemlt) and over 0,70 (easy) (Heaton, 1988).

To measure the result of students in listening test, the researcher used the score level of Harris (1974). The table score is below:

Table 1 Table Classification of Students' Score

Score	Category
80 – 100	Excellent
60 – 79	Good
50 – 59	Average
0 – 49	Poor

Adapted from Harris (1974)

FINDING AND DISCUSSION

This research focused on the students' ability in comprehending narrative text in terms of 5 aspects both components of reading comprehension and components of narrative text as the reference. The aspects are comprehension about the text, general idea, specific information, sequence of events, and summary. After validating the instrument, the writer administered it to class VIII B of SMP Tuah Negeri Pekanbaru. There are 35 students as the sample of this research. The total scores is calculated by dividing correct answer by the total number of items and then multiplied by one hundred (100). In short, the ability of students' in listening comprehension to narrative text can be classified as presented in the following table:

Table 2. Percentage of the Students' Ability in Comprehending Narrative Texts

Test score	Ability level	Frequency	Percentage
80-100	Excellent	23	65.72%
60-79	Good	12	34.28%
50-59	Average	0	0%
0-49	Poor	0	0%

In summary, the mean score of the student's score of the students in comprehending narrative text is 81.14. It can be stated that the ability of the second year students of SMP Tuah Negeri Pekanbaru in comprehending narrative text is in excellent level (81.14) according to formula that adopted from Hatch and farhady (1982). Most of students are classified in excellent level.

The questions were classified based on four aspects in listening comprehension on descriptive text, there were: main idea, detail, inference, and restatement. After the data were calculated, it was found that the ability of second year students of SMP Tuah Negeri Pekanbaru in listening comprehension on narrative text based on the aspects of listening comprehension questions were follows:

Table 3. The Classification of Students' Mean Score in Listening Comprehension on Narrative Texts

No	The Classification of The Question	Mean Score	Ability Level
1	Finding Main Idea	80.57	Excellent
2	Finding Detail (Specific Information about the Story)	81.71	Excellent
3	Finding Inference	81.14	Excellent
4	Finding Conclusion	80.57	Excellent
	Mean Score of The Whole Test	80.99	Excellent

Table 3 shows that all of the students can answer all the aspect in listening comprehension very well. The mean score of the students in finding main idea, finding detail (specific information about the story), finding inference and finding conclusion is 80.99 (excellent level).

CONCLUSION

After conducting the research entitled “A Study on the Ability of the Second Year Students of SMP Tuah Negeri Pekanbaru in Listening Comprehension to Narrative Texts”, the writer draws the conclusion as follow:

There are 35 students of SMP Tuah Negeri Pekanbaru who participated in this research. Out of the 35 students, there was 23 students (65.72%) got “excellent” level, 12 students (34.28%) got “good” level, and none students got “average” and “poor” level. Therefore, the ability of the second year students in comprehending narrative texts is classified into *excellent* level (81.14).

RECOMMENDATION

From the conclusion above, the researcher would like to give some recommendation, they are:

1. The students are recommended to keep on listening and do more practice in order to keep the high score as the score that they got in this research.
2. The English teachers are suggested to use listening material in teaching English to develop the students' motivation by encouraging them to practice and giving more materials and exercises in comprehending narrative in order to make the students familiar with Listening.

3. Last for the other researchers, they can use the results of this study as reference if they want to make the same research in other skills of study.

BIBLIOGRAPHY

- Anas Sudjono. 2008. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada
- Azhar, Fadly, et al. 2007. *Panduan Penulisan Ujian Skripsi pada Program Study Pendidikan Bahasa Inggris jurusan Pendidikan Bahasa dan Seni FKIP-UNRI*. Pekanbaru:Riau University. Unpublisher.
- Brown, Gillian and George Yule. 2012. *Discourse Analysis*. Cambridge. Cambridge University Press.
- Brown, H. Douglas. 1994. *Principles of language learning and teaching*. 3rd edition. Englewood Cliffs, NJ: Prentice Hall Regents. 299pp.
- Brown, Steven. 2007. *Teaching Listening*. Cambridge. Cambridge University Press
- Field, Jhon. 2009. *Listening in the Language Classroom*. Cambridge. University Press
- Fox J, W. 1974. *Teaching Listening Skills English Forum*. Oxford. Oxford University.
- Freankel, Jack R and Wallen, Norman E. 2008. *How to Design and Evaluate Research in Education*. New York. Mc. Graw - Hill Companies.
- Gay, L.R and Peter Airasian. 2000. *Educational Research Competencies for Analysis and Application*. New Jersey. Prentice Hall.
- Harmer, Jeremy. 1998. *How to Teach English an Introduction to the Practice of English Language Teaching*. London. Longman.
- Harris, David P. 1969. *Testing English as a second language*. New York. McGraw-hill.
- Hatch, Evelyn and Farhady, Hossein. 1982. *Research Design and Statistic for Applied Linguistics*. Los Angeles: New Burry House Publisher.
- Heaton. J.B. 1988. *Writing English Language Test : A Practical Guide for Teachers of English as a Second Language*. London. Group Limited.

- Helgesen, M. 2003. *Practical English Language Teaching*. Singapore. McGraw-Hill Education (Asia)
- Hornby, A.S. 1974. *Oxford Advanced Learner's Dictionary of Current English*. Oxford. University Press
- Hughes, Arthur. 2013. *Testing for Language Teachers*. Cambridge. Cambridge University Press
- King, Carol and Stanley, Nancy. 1989. *Building Skills for TOFL Test*. Second Edition. New York : Thomas Nelson and Sons.
- Longman. 1987. *Dictionary Contemporary English Great Britain*. London. Piman Press
- Lund, Randall J. 1990 *A Taxonomy for Teaching Second Language Listening*. Foreign Language Annals. Vol. 23 n2 p105-15 Apr 1990
- Mayer, Richard. E. 2014. *The Cambridge Handbook of Multimedia learning*. New York. Cambridge University Press
- Nunan, D and Miller, Lindsay. 1995. *New Ways in Teaching Listening (New ways in TESOL)*. Alexandria. Va: Teachers of English to Speakers of Other Languages, Inc.1995.
- Nunan, D. 1995. *Research methods in language learning*. Cambridge: Cambridge University Press.
- Richards, Jack C. 2009. *Teaching Listening and Speaking from Theory to Practice*. Singapore. SEAMEO Regional Language Centre.
- Rina, Wahyuningrum. 2012. *The Effectiveness Of using Pictures to Improve Listening Comprehension Skill of Narrative Text*. Pekanbaru. Retrived on July 2016.
- Saricoban, Arif. 2007. *The article of Teaching Listening*. Ankara .Hacettepe University.
- Suharsimi, Arikunto. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta. Rineka Cipta
- Underwood, Mary. 1997. *How to Teach Listening*. London. Longman.
- Wahidi, Rachmat. 2008. Genre of the Text. Available