

A STUDY ON THE LISTENING COMPREHENSION ABILITY OF THE SECOND YEAR STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU

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Abstract: *This research is aimed to find out the listening comprehension ability of the second year students of English Study Program FKIP Universitas Riau. The population of this research is the second year students of English Study Program FKIP Universitas Riau. The number of sample is 34 students selected by using cluster random sampling technique. The instrument to collect the data were multiple choice test items with 15 questions and true or false test items with 15 questions. The test constructed by referring to the components of listening comprehension that is listening to specific information, listening for main idea, listening for inference, listening for making evaluation, and listening for making appreciation. The data were analyzed by classifying them into four levels of mastery, such as poor, poor to average, average to good, and good to excellent. Based on the findings this research, it was found that the students' listening comprehension ability of the second year students of English Study Program FKIP Universitas Riau was in average to good level with the mean score was 70.3. The implication of this research is that the second year students of English Study Program FKIP Universitas Riau have a good ability in listening comprehension.*

Key Words: *Students' ability, Listening comprehension*

PENELITIAN TENTANG KEMAMPUAN PEMAHAMAN MENDENGAR SISWA TAHUN KEDUA FKIP PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mencari tentang kemampuan pemahaman mendengar siswa tahun kedua fkip pendidikan bahasa inggris di Universitas Riau. Populasi penelitian ini adalah siswa tahun kedua fkip pendidikan bahasa inggris di Universitas Riau. Jumlah sampel adalah 34 siswa yang dipilih dengan menggunakan teknik pemilihan secara acak. Instrumen untuk mengumpulkan data adalah tes pilihan ganda dengan 15 butir pertanyaan dan tes benar atau salah dengan 15 butir pertanyaan. Tes yang dibangun dengan mengau pada komponen-komponen pemahaman mendengar adalah mendengar untuk menemukan informasi yang spesifik, mendengar untuk menemukan ide-ide utama, mendengar untuk menemukan kesimpulan, mendengar untuk membuat evaluasi dan mendengar untuk membuat penghargaan. Data dianalisa dengan mengklasifikasi mereka menjadi empat level; yaitu jelek, jelek ke cukup, cukup ke bagus, bagus ke sangat bagus. Berdasarkan hasil penelitian, kemampuan pemahaman mendengar siswa di tahun kedua fkip pendidikan bahasa inggris di Universitas Riau berada di level cukup ke bagus dengan nilai tengahnya 70.3. Ini menunjukkan bahwa siswa di tahun kedua fkip pendidikan bahasa inggris di Universitas Riau mempunyai kemampuan yang bagus dalam pemahaman mendengar. .

Kata Kunci: Kemampuan Siswa, Pemahaman Mendengar

INTRODUCTION

Being an international language, English is spoken in the most countries in the world and it is used as the medium of information on science, technology, and culture. In learning English, there are four skills that should be learned by students, they are: listening, reading, speaking and writing. Harmer (2007) states that listening is aural and written subject learned by many people because it is useful in some ways for international communication such as in politic, business, safety, communication, entertainment, media and education.

According to Saricoban (1999), listening is the ability to identify and understand what others are saying. This involves an understanding of a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. In addition, Underwood (1989) states that listening is the activity of paying attention and trying to get meaning from something we hear. It is clear that the concentration and seriousness are needed by the listeners. Therefore, it is important to return the students' attention to the lesson and try to focus on the explanation of teachers

In this study, the researcher focused on the listening comprehension ability encountered by second year students of English study program FKIP of Universitas Riau. There are three levels of listening subject at English study program; there are Listening I, Listening II, and Listening III. They joined Listening I subject at semester I, Listening II subject at semester II and listening III at semester III. Therefore they are still learning Listening III class in their second year of the college. From the writer's observation, many of the students think that listening is one of the most difficult subject and it is hard to concentrate for a long time since they listen to English as a foreign language.

Doing listening activity in class has many ways. The common media for listening activities in class are using tape recorder or listening to teacher's dictation. There are many kinds of listening, such us listening to monologue, dialogue, etc. In this research the researcher mainly focuses on listening to monologue. According to Jay (2000) a monologue is a predominantly verbal presentation given by a single person featuring a collection of ideas, often loosely assembled around one or more themes.

In this case, the researcher wants to know the students' ability in listening comprehension. The students often faced problems in grasping the messages from the audio. By identifying the problems, this study can help students to explore the strategies they use in response to the problems. Based on the information, the writer would like to find out the real descriptions of students' listening comprehension.

From the explanation above, the writer is interested in doing a research entitled "A Study on the Listening Comprehension Ability of the Second Year Students of English Study Program FKIP Universitas Riau in"

METHODOLOGY

This research is a descriptive research. According to Noor (2012), descriptive research is a research that describes an event, a phenomenon happening now. It means that descriptive research is related with the condition occurs at that time, uses one variable or more and then investigates in fact. Noor (2012) also adds that there are some

ways to do this type of research such as: formulating problem, collecting information, selecting the data collection.

Data collection technique was obtained by researcher, managing data and giving conclusion. According to Williams (2007), descriptive research is a research design used to examine the situation involving identification of attributes of a particular phenomenon based the researcher so, this type of research is used to describe and interpret the data being studied based on fact that is support by accurate theories. Therefore, the aim of this research is to describe the students' listening comprehension of the second year students of English study program at Universitas Riau.

The instrument in collecting data in this research was test. The test contains 30 questions. 15 multiple choice and 15 true or false. The duration times for doing the test was 30 minutes. The reason of choosing this instrument because it is suitable who had learn listening comprehension in the second year semester. The result of the test took the data of this research.

Furthermore, the population of this research was the second year students of English study program FKIP at Universitas Riau. There are 3 classes of the second year students 3A, 3B, and 3C. Each class consist of 31-36 students. The total number of the population are 101 students.

According to Gay and Peter (2000), cluster sampling means that the sampling in which groups, not individuals, is randomly selected. Since the population is quite large and time that the writer has limit, the researcher chose to take cluster random sampling. Moreover, he states that cluster random sampling is most useful when the population is very large. It randomly selects group, not individuals. The researcher takes one class as try out class and one class as sample class. The procedure in taking the try out and the sample class are the following.

To get the sample, the researcher prepared some pieces of paper. One paper was written the word "sample", one paper was "try out" and one paper was blank paper. Then, the researcher asked the chairman of each class to choose one paper. The one who got the paper with word "sample" became the sample of the research. Class (3C) was chosen as the sample which the total number is 34 students. Class (3A) was chosen as the try out which the total number is 31 students.

Then, the researcher used classification of students' score by Harris (1974). The level of the student's score in listening can be classified into four levels of mastery. The classification can be seen in this following table:

Table 1. Classification of Students' Score

| No. | Scores | Category |
|-----|----------|-------------------|
| 1. | 80 – 100 | Good to Excellent |
| 2. | 60 – 79 | Average to Good |
| 3. | 50 – 59 | Poor to Average |
| 4. | 0 – 49 | Poor |

RESULTS AND DISSCUSION

Before the test was given to the respondents, it was important to try it out. The try out consisted of 30 items. The reseracher tried out the test to the second year

students of English study program FKIP at Universitas Riau from 3A class. It consisted of 31 students. There were 3 items that should be revised; they were items number 12, 20, 26. Item number 12, 20, 26 were revised because their index difficulty above 0.7. It means that they were too easy.

The total score of the students' answer is 599 from 31 students (the try out respondents) from the calculation, the mean score is 19.3 ($\frac{599}{31} = 19.3$). The mean score was used to get the standard deviation of the test and the standard deviation is 2.35.

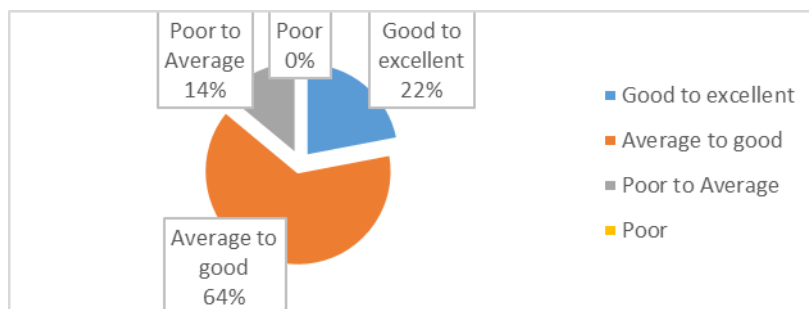


Figure 1 Percentage of the students' Ability in listening Comprehension

The figure of percentage of the students' ability in listening comprehension indicates that the students' ability in all level is in different numbers. The highest number that students can gain is in the level of average to good; it is 64.1% of students. It means that the most of them (23 students) succeed on doing the test. There are only 13.8% of students (5 students) in poor to excellent level. But there are 22.1% of students (8 students) in good to excellent level.

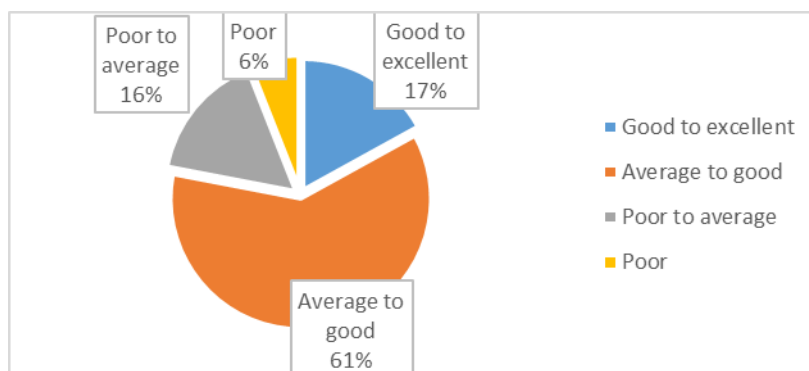


Figure 2 Percentage of the Students' Ability in Listening for Specific Information

The figure of percentage of the students' ability in "listening for specific information" indicates that the students' ability in "listening for specific information" in all level is in different numbers. The highest number that the students can gain is in the average to good; 61% of students (22 students). For the good to excellent level, there are only 17% (6 students). Then, there are 16% of students (6 students) in level of poor to average. In this component, there are 6% students (2 students) in poor level.

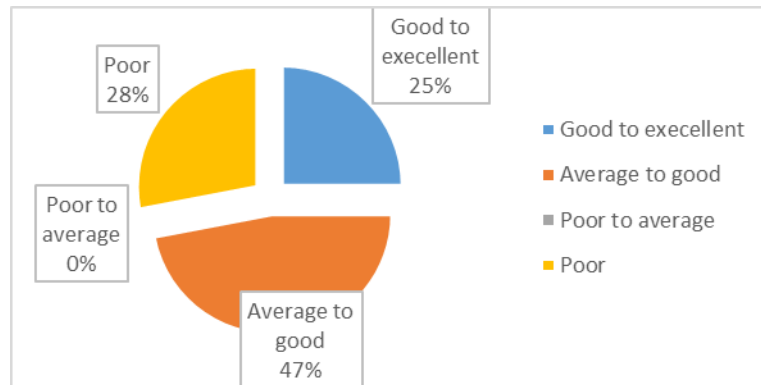


Figure 3 percentage of the Students' Ability in Listening for Main Idea

The figure of percentage of the students' ability in "listening for main idea" indicates that the students' ability in "listening for main idea" in all level is in different numbers. The highest number that students can gain is in the level of average to good; it is only 47% of students (17 students). For the good to excellent level, there are only 25% of students (9 students). Then, there is no students (0%) in poor to average level. In this component, there are 28% of students (10 students) in level of poor.

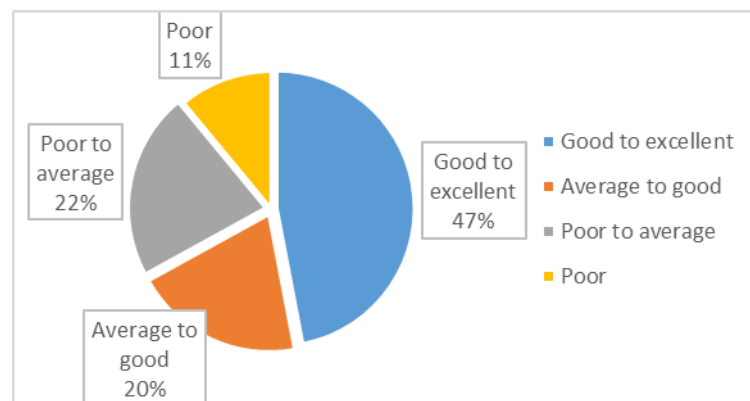


Figure 4. Percentage of the Student's Ability in Listening for Inference

The figure of percentage of the students' ability in "listening for inference" indicates that the students' ability in "listening for inference" in all level is in different numbers. The highest number that students can gain is in the level of good to excellent; 47% of students (17 students). For the average to good level, there are only 20% of students (7 students). Then, there are 22% of students (8 students) in level of poor to average. In this component, there are 11% of students (4 students) in poor level.

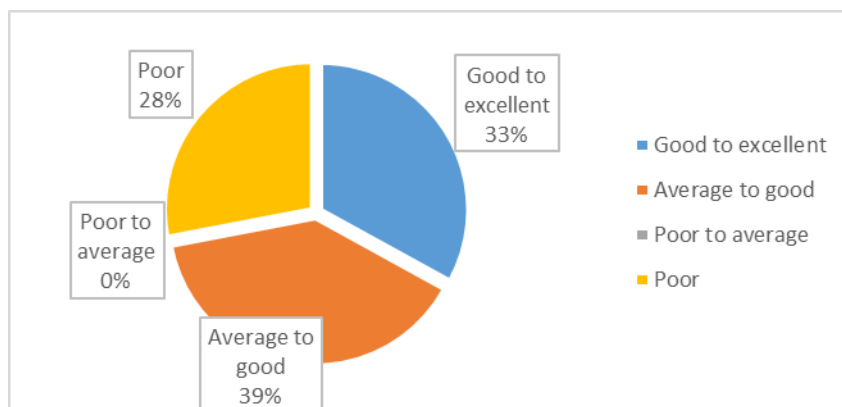


Figure 5 Percentage of the Students' Ability in Listening for Making Evaluation

The figure of percentage of the students' ability in "listening for making evaluation" indicates that the students' ability in "listening for making evaluation" in all level is in different numbers. The highest number that the students can gain is in the level of average to good; it is 39% of students (14 students). For the good to excellent level, there are only 33% of students (12 students). In this component, there is no students (0%) in poor to average level. But, there are 28% of students (10 students) in level of poor.

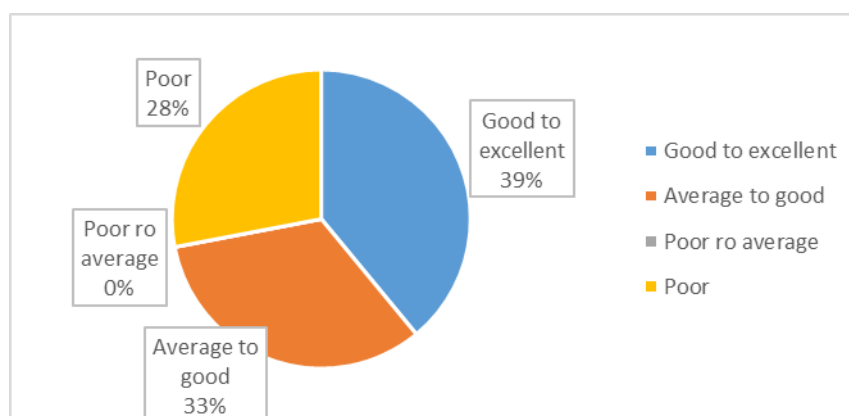


Figure 6. Percentage of the Students' Ability in Appreciation

The figure of percentage of the students' ability in appreciation indicates that the students' ability in appreciation in all level is in different numbers. The highest number that the students can gain is in the level of good to excellent; it is 39% of students (14 students). For the average to good level, there are only 33% of students (12 students). In this component, there is no student (0%) in poor to average level. Then, there are 28% of students (10 students) in level of poor.

Table 2. Students' Mean Score in Each Classification

| No | Types of Listening Comprehension Question | Mean Score | Level of Ability |
|-------|---|------------|------------------|
| 1 | Listening for specific information | 70.3 | Average to good |
| 2 | Listening for main idea | 65.8 | Average to good |
| 3 | Listening for inference | 71.4 | Average to good |
| 4 | Listening for making evaluation | 66.7 | Average to good |
| 5 | Listening for making appreciation | 69.4 | Average to good |
| Total | | 70.3 | Average to good |

The table above shows that the students' listening comprehension ability in finding the components to comprehend the text is good and they were in the average to good level (60-79). The table indicates that the students have average to good knowledge in comprehending the five components, such as in "listening for specific information", "listening for main idea", "listening for inference", "listening for making evaluation" and "listening for making appreciation". Most of the components are in same level of ability. The highest mean score that is obtained by students is in "listening for inference" that fall into average to good level, with the mean score is 71.4. The lowest mean score is in "listening for main idea" that fall into average to good level, with the mean score 65.8.

Furthermore, the mean score of the students in listening comprehension is 70.3. Their ability in the test is varied. There are only 5 students could reach level of good to excellent. Then, the highest number of students only gains average to good; they are 23 students. The number shows that most of the students is good in listening comprehension. While there are 5 students reach poor to average level.

From all the data, it can be inferred that the students' listening comprehension ability of the second year students of English study program FKIP at Universitas Riau is in average to good level

Discussion

As it has been discussed in the previous chapter, the researcher tried to find out the answer of the question related to the students' listening comprehension ability of the second year students of English study program FKIP at Universitas Riau. After analyzing the data, the researcher found out that the students' listening comprehension ability of the second year students of English study program FKIP at Universitas Riau is in average to good level. It can be seen from the mean score of the students which is 70.3.

Before the test was given to the respondents, it was important to try it out. The try out consisted of 30 items. The researcher tried out the test to the second year students of English study program FKIP at Universitas Riau from 3A class. It consisted of 31 students. After that the researcher computed the difficulty level, the mean score, the standard deviation, and the reliability of the test.

There were 3 items that should be revised; they were items number 12, 20, 26. Item number 12, 20, 26 were revised because their index difficulty above 0.7. It means that

they were too easy. Since the 3 items were rejected, the researcher revised the test before using on the real test.

After the researcher gave the try out test and found the result, the researcher gave the real test to the respondents. Most of the component are in same level of ability which is average to good level. The lowest components in listening comprehension is in “listening for main idea”, with the mean score 65.8. It was happened because they were confused to take the main idea of the story. Then, the highest component is in “listening for inference” 71.4. Because they knew the indirect speech from the speaker. The mean score in “listening for specific information” is 70.3. The mean score in “listening for making evaluation” is 66.7 and the mean score in “listening for making appreciation” is 69.4.

CONCLUSION AND SUGGESTIONS

Conclusion

After conducting research entitled A Study on the Listening Comprehension Ability of the Second Year Students of English Study Program FKIP at Universitas Riau in, the conclusion can be drawn. The researcher gets the score of students from the result of the test. The score of students falls into average to good level. Accordance with the general objective of this research is to answer the question “How is the listening comprehension ability of the second year students of English study program FKIP at Universitas Riau?” It can be concluded that most of second year students of English study program FKIP at Universitas Riau have a good ability in listening comprehension. On the other words, the students’ listening comprehension ability of the second year students of English study program FKIP at Universitas Riau is in average to good level.

In detail, the students’ ability for the five components can be concluded that students’ ability is in level average to good (listening for specific information, listening for main idea, listening for inference, listening for making evaluation and listening for making appreciation). The lowest aspect from five components is in “listening for main idea”, with the mean score 65.8. Then, the highest component is in “listening for inference”, with the mean score 71.4. The mean score in “listening for specific information” is 70.3. The mean score in “listening for making evaluation” is 66.7 and the mean score in “listening for making appreciation” is 69.4.

Suggestions

Considering the result of the research, some suggestion would like to give which might be useful either for the teacher or the students, particularly in teaching and learning activities of listening comprehension in the classroom. Firstly, the suggestion is delivered to the students that they should pay more attention to the audio in classroom so they can understand and answer the question based on the listening indicator which is “listening for specific information”, “listening for main idea”, “listening for inference”, “listening for making evaluation” and “listening for making appreciation”. Especially in “listening for main idea”. The students need to focus more so they can recognize the

information from the audio well. Teacher should help the students to overcome their problem in listening comprehension.

Finally, the researcher hope that this study gives valuable contribution to the students` whether as a motivation to the improvement of listening skill or as an evaluation on how they overcome their listening problems.

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