

AN ANALYSIS OF STUDENTS' ABILITY IN LISTENING COMPREHENSION AT FIRST GRADE OF SMK NEGRI 1 BETARA IN ACADEMIC YEAR OF 2017/2018

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Abstract

The purpose of the research is want to know the students' ability in listening comprehension at second year students of SMK Negeri 1 Betara academic year 2017/2018 and the factors that influence in learning listening comprehension in SMK Negeri 1 Betara. The design of this research was quantitative research. The Population was the first grade students of SMK N 1 Betara in academic year 2017/2018. There were 31 students and engineering was taken as the sample classes. The students were given listening test by multiple choices. The students were chosen the questions by knowledge. The information in details in reference. Moreover, it was also proven by the result of the total percentage of the students with the researcher found zero students with the interval 81-100%. There were that percentage (0%) classified in excellent level. In good level, there were five students that percentage (0%) too. There were twenty six students that percentage (85%) in sufficient level. In poor level there were five students that percentage (15%) and zero students who got very poor level and Mean of the students was 52. based on the result of data analysis, it was concluded that generally the students ability in listening comprehension at first grade students of SMK NEGERI 1 Betara in Academic Year2017/2018 was sufficient..

Keywords: Students' ability, Listening comprehension.

Introduction

In Indonesia, where humans interact with each other, definitely needs communication between each other. This causes communication or interaction is very important and cannot be separated from human life. In this country have a very diverse culture, so many cultures, languages, and also accents that are owned by certain areas. Including English, English has evolved into an important international communication medium and medium of intellectual and social self-image, its important role in English not only lies in its use as a mother tongue and its wide spread of usage geographically but also because of its culture international countries that use English as their native language. Different from Indonesia, communication in Indonesia do not use

English as their mother tongue, but English here only as foreign language so that make student little difficulty when speak English in new place.

Hence from that learning English is very important, it can be seen at the level of educational progress in our country today, learning English began to be invested early in our country, from basic to college, according to me learning English is very complex because English consists of 4 skills that is reading, writing, speaking and listening. In fact, many students who often do not understand even do not understand what the other person is saying. In general, they are difficult to understand the phrase or sentence in English, this means that the skills to hear in English students are still very less.

According Underwood (1990: 15) there are some difficulties in this skill in Listening experienced by language learners English, namely (1) Listener cannot control the speed of speaking people who delivered the message, and they felt the message was delivered already lost before they can understand the contents of the message. At times they can understand one message, at the same time another message is missing. (2) Listener have no chance to ask the speaker to repeat or clarify messages delivered, for example when listening to the radio, watch TV, so listeners should be able to understand it as it is (3) Limitations of vocabulary possessed by the listener, make the listener is not can understand the contents of the texts that he heard can even make them become bored and frustrated (4) Failure of the listener to recognize and understand the 'signs' sent by the causing speaker the listener is wrong in understanding the contents of the message it receives (5) Error in interpreting the received messages, so that the contents of that message submitted is accepted or interpreted differently by the listener (6) Not able to concentrate due to various things, such as unattractive topics, physical fatigue, noisy environment and so on. (7) Worries will the different ways and materials the teacher taught with the material he or she heard through an audio device or native English speaker.

So based on the above statements many factors that students find it difficult when listening to speakers speak in English for example the material is too fast to be heard so forget the what they have heard, do not recognize the meaning of words in English spoken or in listen because of the limitations of their vocabulary English, no concentration on the material being heard, lazy to learn or no motivation in learning, and many other factors as well.

A bit of sharing experiences of researchers while still in senior high school, researchers feel that listening

lessons are very difficult to learn, and not researchers alone, all friends also feel the same because of lack of practice listening practice when studying in school, mostly also that listening very disliked by students due to lack of vocabulary from students, to the lack of motivation given by the teacher when learning listening.

Field (1998) mentioned that Listening Skills are related to the main process the teacher uses to train learners to be able to gain 'listening comprehension' in order to reach 'listening ability through sub-skills as follows: (1) Discrimination or a bottom-up level skill enables learners to distinguish minimally different words through ear training and the teacher's dictation, (2) Segmentation enables learners to identify words in continuous speech through the teacher's dictation, such as focusing on weak forms, (3) Exploration asks learners to work out the spelling of unrecognized words via the teacher's dictation and learners' guessing, (4) Anticipation or a top-down level skill requires learners to work out what came next via the teacher's playing half a sentence and the learners 'completing, (5) Reference enables learners to relate pronouns to the items they refer to, (6) Monitoring for information requires learners to monitor a long text for key words, and (7) Relevance asks learners to identify important points made by filling specific and general points in tables. Therefore, researchers will try to research how is "students ability in listening comprehension at first grade students of SMK Negeri 1 Betara and to know the ability of students in listening to understanding is enough or not.

Listening Comprehension

If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the

main point of what native speakers are telling. Therefore, listening is very important to which teachers and learners should pay enough attention to obtain communication aims. Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge (Rost, 1994).

According to Kurita (2012), learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers.

According to Chastain (1988), listening comprehension is divided into four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the whole message uttered by a speaker. Rivers (1981) said that the understanding of spoken messages depend on comprehension of semantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable. The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory.

The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand (Chastain,1988).

Comprehension is the speech reception at the syntactic, lexical, pragmatic, and discourse levels. Thus the last component is comprehension. It involves different steps. The first step is to establish the context. Real language happens within a communicative framework and the listener should know the framework to recreate the speakers' message. The second step is to activate related background knowledge and use it to predict the ideas the message may have. The third step is to anticipate the general content of the message. Skilled listening requires that listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation (Kaspar, 1984).

The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the formerly made anticipations. When the samples are in line with listeners' anticipations; they accept them as being correct. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful (Kaspar, 1984).

In summary, and also we as speakers must be clear and use a good intonation of the word when delivering the message to be heard to the participants because behind our good delivery will make the participants get good knowledge as well. The next section will consider another way teachers can help ease the

difficulty of listening: training students in different types of listening.

The Problems in Learning Listening

Listening plays a vital role in people's daily lives. If they cannot hear it well, they will find it hard to communicate. As a result, lack of listening comprehension might lead to the poor result. Wenden (1998) mentioned that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively.

On the other hand, Yagang (1994) stated that the problems in listening were accompanied with the four following factors: the messages, the speaker, the listener and the physical setting.

Moreover, Underwood (1989) pointed out other kinds of problems that are related to the students themselves. She summarized that learners have to establish learning habit in the sense that they were encouraged by listening carefully to teachers who probably speak slowly and clearly.

Nguyen (2002) also stated problems that affect the listening comprehension. First of all people find it hard to understand proper names as they have never heard about it before or they have no background knowledge about what they are listening.

From the statement above the researcher can conclude that for example listening and reading is the same ability to accept in teaching, but has a different level of difficulty. If in reading still do not understand the essence, the students can repeat to read it. This is very different from listening, because it can only be done on one occasion without being able to repeat it. Based on the fact that there are so many people who cannot explain what others say in English thoroughly, they have a lot of difficulty to collect speech that is spoken by the other person using a

fast speed that is fast enough, like it is difficult to understand what these people are saying. This is where the use of the ability to learn to listen to understand the essence of what the opponent speaks more easily.

Teaching and learning listening

1. Teaching

In this part, the researcher the does not forget about that he is an English student researcher entering teaching and learning English in chapter 3 so that students not out of context as candidate of teacher of English language. Being a teacher is not easy, other people may think the teacher is an easy job, but it is wrong, being a teacher or educator is not an easy thing, because the teacher should always be responsible to give the best to his students and not forget also to be modifiers of behavior, behavior, courtesy of the students they teach. Below the researchers will provide the definition of teaching according to experts:

According to (Quirck, Randolph 1984) Teaching is concerned with learning, the relation between the two being variously interpreted - from those who think teaching should build and provide all the learning the learner should engage in willy-nilly, to those who think teaching should help learners discover, mainly by informed trial and error, the types of language activities that suit them best, i.e. that bring about, for them, acquisition that conforms to their expectations, finally to those who think that teaching should provide the framework the learner needs to define his learning behavior.

According to (Cochran-Smith & Lytle, 1999:288-289) Teaching is a complex activity that occurs within webs of social, historical, cultural and political significance. Stance provides a kind of grounding within the changing cultures of school reform and competing political agendas.

From the statement of the experts above, it can be concluded that teaching is a complex activity that includes personal knowledge, observed students when teaching, direct interaction to students, and do not forget to explore a good teaching style to make students become comfortable when learning.

2. Learning listening

English is not something new to learn by students. Primary and elementary school students and even elementary school even learn English even though primary school level has not been regulated in educational curriculum. Education will now always deal with English. Some schools will be arranged as skilled schools if English is also taught there, even kindergarten students have been introduced to English. This means that English has become an important part of Indonesian students.

Many student competitions also require their English skills, especially for those at national and international levels. Competition such as science and mathematics Olympics need to be able to understand the questions written in English. Government programs such as student exchange certainly require students who are able to speak and understand English well. Therefore, learning English is a must for all students in Indonesia.

But when the English learning process many students who have problems with listening, the students complained about listening much because they have difficulty listening to native speakers speak in English, the example of the problem faced by student is about accent lots of accent in English so they so it is difficult to understand the meaning of the native speaker's conversation.

Research Methodology

This research is a quantitative. Quantitative research is a scientific and systematic research in which the observations include all things related to

the object of research, phenomena and correlations that exist among them. According to (Creswell, J. W. 2009) in quantitative research, the primary aim is to determine the relationship between an independent variable and another set of dependent or outcome variables in a population. The research was conducted in SMK Negeri 1 Betara is located on Lubuk Terentang village. The reason of the researcher choose this School because, firstly it is easy to get the data for the research, secondly understand the location and situation, and thirdly researcher want to research school in my village and to know students' ability in listening comprehension and to know the factors influence about listening comprehension. The research will focused on first grade students of engineering program in SMK Negeri 1 Betara. This research involves the researcher and students of SMK Negeri 1 Betara. In this research, Engineering students of SMK Negeri 1 were chosen as the subjects of the study. Those students are first grade. There are about 34 students. Those students were chosen as the subjects of the study because the English teacher and also the researcher consider that those students are active and they are considered that they can represent all the Engineering students of SMK Negeri 1 Betara.

The sampling technique in this research is total sampling. Total sampling is a sampling technique where the number of samples equals the population (Sugiyono, 2007). Reasons for taking total sampling because according to Sugiyono (2007) the number of population less than 100 whole populations was sampled all research.

To collect data, researcher used instrument. The data instrument is a tool chosen and used by the researcher in its activities so that this activity becomes systematic. Instruments used in the research are the students' score test. The instrument used to collect the data was listening test in form of multiple-choices

and the researcher allocated 60 minutes for students to do the test. The instrument consisted of 20 questions. 10 without pictures and 10 picture problems. Each question consisted of 5 point covering knowledge content. The students had to choose one as the best answer of four alternative answers.

Findings

Listening Test Result

In the listening test, the researcher asks students to answer the questions in the form of multiple choices which is heard by tape. From the result in test, students' ability in Listening comprehension test classified into SUFFICIENT level range 41-60% :

$$P = \frac{f}{N} \times 100\% \\ = \frac{1615}{31} \times 100 \% = 52\%$$

It means, the students' ability in Listening comprehension test is SUFFICIENT. From the calculation above, no students' code that got high score 81-100 and 61-80. the average student engineer at SMK N 1 Betara gets a range of 41-60 level and 21-40. Then, students code who get score 41-60 classified in sufficient level that are S1, S2, S23, S4, S5, S6, S7 , S8, S9 , S12, S13, S14, S16, S18, S19, S20, S21, S22, S23, S25,S26,S27, S28, S29, S30,S31 . Students' code who gets score 21-40 classified in poor level that are S10, S11, S15, S17, and S24. After that, nobody students get a range 0-20 (very poor) level in SMK N 1 Betara. The result of the students' in listening ability test level is show in the table below:

Table 1
The score interpretation for the students' ability in listening comprehension

Score	Interval	Frequency	Percentage	Category
81-100	81-100%	0	0%	Excellent

61-80	61-80%	0	0%	Good
41-60	41-60%	26	85%	Sufficient
21-40	21-40%	5	15%	Poor
0-20	0-20%	0	0%	Very poor
TOTAL		31	100%	

(Source : adapted from Nurgiantoro, 2014)

Discussion

Based on the test result, the researcher found how the students' ability is in listening comprehension at the tenth grade students of SMKN 1 Betara Academic Year 2017/2018. The description of listening test result can be seen in below:

In this test, there were 31 students that follow the test. From test that collected from the students, the researcher found zero students with the interval 81-100%. There were that percentage (0%) classified in excellent level. In good level, there were five students that percentage (0%) too. There were twenty six students that percentage (85%) in sufficient level. In poor level there were five students that percentage (15%) and zero students who got very poor level. So, the researcher found the test result with interval 41-60% with the calculation percentage 52%. It was classified in sufficient level.

As already discussed previously, the researcher found that students' ability in listening comprehension was sufficient. It is supported by the fact that majority of students (85%) had sufficient. It means that this finding indicates 26 students of sufficient ability and 5 students of poor ability still have difficulties in listening comprehension. Those are probably caused by their lack of understanding or background knowledge on the form and the vocabulary of listening to conversation.

After the researcher analyzed the result of the student's test it can be concluded that the students' ability in listening comprehension in SMK N 1 Betara is still very less, with evidence that 85% of students get sufficient and 15% of students who get poor, the problem that many in can by students is less understanding context listening is given. As Yagang (1994) stated that the messages, the speakers, the listener and the physical setting. Aas it is said above Yagang that the problems faced by students are not understood with what the speakers convey. It is also true what is said by Nguyen (2002) to state the problems that affect understanding of listening. First of all people find it difficult to understand what they have no knowledge of what they are listening to. their lack of student knowledge is also very influential on the outcome of their tests, and one more problem that the researchers get is, there are still many students who are not confident so they imitate their friend's answer to get good test result, according to the researcher, this habit should be eliminated, otherwise the students will continue to imitate to look safe but the way will not overcome their problems in listening comprehension learning.

On the first day when the researcher conducted the research, the researcher asked about how often the students at SMK N 1 Betara did listening test in the class, and the answer was by the researcher shocking, all the students said that they have never done / given listening test through tape media , and finally before starting to do the test the researchers explain what is the listening test and how to fill his answers and do not forget also the researchers provide heating by rotating the tape and make students think / or imagine how the problem given later. After warming up, the researchers finally started giving the test, and finally after the calculation of the researchers get the value interval 41-60% with the calculation 52%. It was classified in sufficient level.

Conclusions and Suggestion

Based on the data analysis, the researcher would like to conclude the result of: An Analysis of students' ability in listening comprehension first grade students at SMKN 1 Betara Academic Year 2017/2018. The percentage of students' ability in listening comprehension based on level skills were 0% in Excellent level, 0% classified in good level, 85% classified in sufficient level, 15% classified in poor level and 0% classified in very poor level. It is show the students' ability in listening comprehension at first grade students of SMKN 1 Betara is Sufficient it's means they are quite understand listening test using media tape.

Even though some of students still confused and difficulties when they heard about listening in tape, the students can be improve their listening ability from anything can be from song, television, or any social media. And from this test the students can prepare their self to national exam.

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