

A STUDY ON THE STUDENTS' ABILITY ON LISTENING COMPREHENSION TO THE THIRD YEAR STUDENTS OF SMP NEGERI MAUBELI

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Abstract

The aims of the study are to find out the third year students' ability in listening comprehension at SMPN Maubeli, and to find out which parts of listening comprehension are difficult for the students. This study employed descriptive qualitative method. This method was employed to clarify the problems of the study and to describe students' listening ability. The instrument used in this study to obtain the data needed from the students was test consisted of completion test and multiple choice. The result of the study is 76% for multiple choice, and the score achieved for completion test is 71%, so both results are classified good. Based on the result of the test, it can be concluded that the students' listening ability is quite good supported by the students' mastery of vocabulary.

Keywords: *Ability, Listening, Comprehension*

INTRODUCTION

Listening is one of receptive skills in English. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, the rise and fall, the voice, and from this material we create a significance. Listening also is the ability to identify and understand what others are saying. Students only need to understand and give responses based on what they heard.

According to Buck (2001) listening is an active process of constructing meaning, and that is done by applying knowledge to the incoming sound. Therefore, listening considers as an active process because it involves speaker's accent, grammar and vocabulary. Listening is developed as the first of the language art skills. It means that before people speak, read, and write they must listen first. And when it is the time for them to read and speak, they still have to listen to gain the knowledge and information.

L. Vandergrift, at all (1999) these are the processes the listener uses to assemble the message piece-by piece. From the speech stream, going from the parts to the whole. Bottom up

processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive. However, Lynch and Mendelsohn (2002), report on a number of recent studies which have shown the importance of bottom-up processing in second language listening.

Tsui and Fullilove (1998) found that more skilled listeners performed better on comprehension questions for which the correct answers did not match obvious content schema for the topic. The implication is that less skilled listeners relied too much on content schemata to assist with guessing. While this helped with items for which the content schemata matched the correct answer, it did not help when there was no match. A second study is ask the learners to think back on how they derived their answers to multi-choice questions in a listening comprehension test. The responses showed that successful comprehension was closely allied with linguistic (bottom-up processing).

Based on the researcher's experience in listening class, many students face some difficulties when they are listening to audio. The students face some challenges, such as grammar, the speed of speech and accent of the speaker. The limited and unfamiliar vocabulary also become a challenge that has a great deal of influence on their understanding. Moreover, the quality of the audio which is not good produces unclear sound. The condition of the class sometimes can affect the students during listening to audio. Indeed, the difficulties of listening comprehension are not only related to the speaker's elements, but it also involves the ability of the students to process the information by using basic knowledge in order to understand listening.

The purpose of this study is to know about students' ability in listening comprehension, and to know about which parts of listening comprehension are difficult for the students.

LITERATURE REVIEW

The purpose of the writing of this part is to define the terms listening and listening comprehension, review the components of listening, explain teachers' role in listening comprehension and the general principles of listening comprehension.

Ahmadi (2016) found many studies in language learning indicated that listening comprehension plays an important role in the learning process. In spite of its importance,

listening has been ignored in second language learning, research, and teaching. Based on Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. This involves knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Related to Bingol's definition (2017), listening comprehension is very important in terms of acquiring language input. Within this context, as the listening provides transformation of the input into meaning, it has a significant place in ESL and EFL learning and teaching. However, it is not always easy for students of different nations, ages, cultural backgrounds, and habits. Listening comprehension has a prominent place in terms of ESL and EFL learning and use. Listening skill is one of the key skills to be used in communication activities. The feedback of this skill will be automatically provided in the real life, rather than just being theoretical one. In this sense, there is a lot for educators to improve the listening skill of learners.

Based on all the explanation above, listening skill is one of the key skills to be used in communication activities. When students listen to English language, they face a lot of listening difficulties. So to solve this problem students have to listen carefully and also students have to master English.

METHOD

The method used in this study was descriptive qualitative method. This method was employed to clarify the problems of the study and to describe the students' listening ability. In obtaining the data, the writer used listening test by using audio, consisting of two types of test namely; multiple choice and completion test. Through these tests, the students obtained core data. After gathering the data, the writer analyzed the students' ability on listening comprehension through the following steps: Codification, categorization, tabulating, interpretation.

In codification the researcher analyzed how many students can answer the questions, so the researcher can find out exactly their listening ability, and to categorize the level of ability. In categorization, after the researcher identified students' mastery of listening, the researcher categorized the students' level ability into very good, good enough, low, very low, and bad. In tabulating, the researcher tabulated the students' correct and wrong answers to have the computation data from the students. And in interpretation, the researcher arranged the level of

each student's ability. The researcher used standard as follows: Very good: 80% - 100%, Good: 70% - 79%, Enough: 60% - 69%, Poor: 50% - 59%, Very poor: less than 49.

FINDINGS AND DISCUSSION

After applying a research and collecting the data then the writer analyzed the information gathered. To obtain the data the writer chose 20 students from the third year students of SMP Negeri Maubeli as the subject of the research. In analyzing the data, the writer used descriptive quantitative method. This method is part of data tabulation and classification in order to know the ability of the students of SMPN Maubeli in mastering listening. To collect the data, the writer applied written test. The written test consisted of 15 numbers of multiple choice, and 10 numbers of completion test. The writer drew four tables to present the data below. And from these four tables, they were summarized into two tables to show the final scores.

To show students difficulties in listening comprehension test, it is necessary to present the number of students' correct or wrong answers to each of twenty five test items as shows in the following table.

No	IN	Bottom up (multiple choice)				Top down (completion test)			
		R	%	W	%	R	%	W	%
1	MYN	13	86	2	13	9	90	1	10
2	DM	14	93	1	6	7	70	3	30
3	AK	12	80	3	20	7	70	3	30
4	DIK	13	86	2	13	8	80	2	20
5	LMK	12	80	3	20	8	80	2	20
6	VA	11	73	4	26	7	70	3	30
7	AST	12	80	3	20	7	70	3	30
8	RIS	14	93	1	6	8	80	2	20
9	MDS	13	86	2	13	9	90	1	10
10	SKP	10	66	5	33	6	60	4	40
11	MTK	8	53	7	46	8	80	2	20
12	LK	9	60	6	40	8	80	2	20
13	AST	10	66	5	33	5	50	5	50

14	AA	11	73	4	26	7	70	3	30
15	YHB	13	86	2	13	8	80	2	20
16	CB	12	80	3	20	6	60	4	40
17	JN	9	60	6	40	5	50	5	50
18	VS	8	53	7	46	8	80	2	20
19	RN	10	66	5	33	6	60	4	40
20	AD	13	86	2	13	6	60	4	40
TOTAL		231	76	73	21	143	71	57	51

Table 1. The Aspect of Test Difficulties

The data showed that there are some numbers categorized very difficult for the students. They are items 1 and 2. There are two items categorized difficult such as items 12, 15, 16, 20, 21, 25, and two items are categorized enough such as items 5, 6, 10, 11, 13, 19, 23, 24, and two items are categorized good such as items 1, 7, 8, 14, 17, 18, and two items are categorized very good such as items 2, 3, 4 and 22.

Ability	Students	Level of mastery
80-100 (A)	6	Very good
70-79 (B)	11	Good
60-65 (C)	2	Enough
50-59 (D)	1	Bad
0-49 (E)	-	Less
Total	20	

Table 2. Level of Mastery

From the level of mastery of the students above, the writer can categorize that the third year students of SMP Negeri Maubeli have mastered listening. Their score is enough from 70-79 (B) so it is categorized good.

CONCLUSION

Based on findings and discussion above, the writer considered that the third year students of SMP Negeri Maubeli have mastered listening comprehension. It is provided with the fact that the students made 231 (76 %) correct answers and (21%) wrong answers in multiple choice. The writer also considered that the students made 143 (71%) correct answers and 51% wrong answer in completion test.

After finding out the result of this study presented previously, the writer would like to offer some ideas or suggestions. These ideas are related to the improvement of the students' ability in listening skill. The students have to prepare themselves before learning English. They can do it by watching and listening to the exposal in English if they do it seriously, their ability will be improved. During the learning and teaching process, teachers and students should pay more attention to the pronunciation of words. Teachers have to get the students to practice the ways of pronouncing words every day. So, the teacher of English should be creative in applying appropriate technique of teaching listening. The students need to be motivated, fully attentive, and activated during or after the teaching and learning process by offering them a lot of exercises.

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