An Analysis of the First Grade Students’ Ability in Listening to Short Conversation on Showing Sympathy at SMA Pembangunan Laboratorium UNP Padang

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Abstract

The purpose of the research was to find out the students’ ability in listening to short conversation on showing sympathy. The design of this research was descriptive research. The population of this research was 243 first grade students at SMA Pembangunan Laboratorium UNP Padang. In selecting the sample, the researcher used cluster random sampling technique. The number of sample was 69 students. The result of the data analysis showed that the first grade students ability at SMA Pembangunan Laboratorium UNP Padang were classified into having moderate ability. It was proved by the fact that 46 students from 69 students (67%) had moderate ability. In details, it was proved by the fact that 12 students (12%) had high ability and 11 students (16%) had low ability. The students’ ability in listening to general information was moderate. It was due to the fact that 45 students (65%) had moderate ability. The students’ ability in listening to specific information was moderate. It was proved by the fact that 49 students (71%) had moderate ability. The students’ ability in listening to expression of showing sympathy was moderate. It was proved by the fact that 45 students (65%) had moderate ability. Based on the result, English teacher should give more exercises in listening to short conversation on showing sympathy, and make the students understand the material about expression of showing sympathy. Students should pay attentions to material more and do more exercises about listening to short conversation about expression of showing sympathy. For the future researcher, the researcher suggests and hope they will do the research to find the factor that improve the students’ ability in listening to short conversation on showing sympathy and find good solution to solve the students’ problem.

Key words: Analysis, Ability, Listening, Short Conversation, Expression
Introduction

English is an international language. In Indonesia, English has been taught as foreign language. As an international language, English has impact in many aspects like in technology, communication, relationship, and education. Indonesian government offers English subject in curriculum from Junior High School until University. Because of that, in Indonesia, English has started taught in Junior High School.

In learning English there are four skills that should be learned by students. The skills are listening, speaking, reading, and writing. Listening is one of the important skill in English. According to Newton (2008: 37) Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are depend on listening. Listening will be understand by the student if they have good in vocabulary, know the pronunciation, and understand the material.

. According to Barton (2013:40) about listening and speaking “The word-poor will never catch up because to do so they would need to be able to learn more words more quickly than the word-rich”. Based on the informal wed with the first year English teacher at SMA Pembangunan Laboratorium UNP Pintervieadang Mrs. Rika Susanti S.Pd on 28 February 2016, the students in first grade also have difficulty in listening. It is because they do not know what the speaker said, they do not know the topic, they have lack of vocabulary and do not master the material yet. Because of that students always get low score in listening test.

From the definition above, the researcher intended to analyze the students’ ability in listening to short conversation on showing sympathy using abilities analysis. Therefore, the title of the research is “An Analysis of the First Grade Students’ Ability in Listening to Short Conversation on Showing Sympathy at SMA Pembangunan Laboratorium UNP Padang”.

Listening is receiving language through the ears. Listening involves identifying the sound of speech and processing them into words and sentences. Rezky (2015: 3) Listening is the ability to identify and understand what other saying. This skill should be taught to the students who are studying English as foreign language. Listening is not just for education but we use it in technology, social, and culture too. Without listening we can not get more information. Even
though many problems that students have in learning. It is because they are lack of vocabulary, pronunciation and do not understand the material that make them difficult to listen and do not understand what the speaker says about. In listening, students should listen to the material from teacher based on oral (by teacher voice) or by digital learning. The teacher can use digital learning. It is defined as any set of technology based on the method that can be applied to support learning and instruction. The digital learning can we use in listening class like video or recorder to support students in learning. For senior high school they use recorder. But in daily activity in listening class the students seldom practice to listen. That is why it makes students feels strange and not familiar with English pronunciation. They do not understand what the speaker says because lack in vocabulary too.

For Senior High School students, they have learned about expression that included in short conversation. So in this research the researcher will give the students listen to the short conversation based on the material expression of showing sympathy.

For this research, the researcher chose the first grade students at SMA Pembangunan Laboratorium UNP Padang because the students have learned about expression of showing sympathy. It is also based on the syllabus and teaching material. Therefore, the researcher wants to know the students’ ability in listening to short conversation on showing sympathy.

The purpose of the research was to find out the students’ ability in listening to short conversation on showing sympathy. The purposes of this research were describe:

- The students’ ability in listening to general information of conversation on showing sympathy.
- The students’ ability in listening to specific information of short conversation on showing sympathy.
- Students’ ability in listening to expression of showing sympathy of short conversation.

Research Method

Descriptive method is used as the design of this research. Gay (1987-189) states descriptive method involves collecting data in order to answer questions concerning the current status of subject of the study. It means that the descriptive method does not control subjects being studied. So, the researcher
conducted this research to describe the first grade students’ listening ability in listening to short conversation on showing sympathy at SMA Pembangunan Laboratorium UNP Padang.

The population of this research was the first grade students of SMA Pembangunan Laboratorium UNP. The researcher chose this population because they have been studying about expression of showing sympathy based on the syllabus. That was why the researcher wants to do the research to know students’ ability in listening based on same material that they have learned. The number of population was 243 students. They were distributed into seven classes XA, XB, XC, XD, XE, XF, XG. The distribution of the members of population is showing in table 3.1 below:

Table : 3.1
Research population

<table>
<thead>
<tr>
<th>CLASSES</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>XA</td>
<td>36</td>
</tr>
<tr>
<td>XB</td>
<td>36</td>
</tr>
<tr>
<td>XC</td>
<td>34</td>
</tr>
<tr>
<td>XD</td>
<td>35</td>
</tr>
<tr>
<td>XE</td>
<td>34</td>
</tr>
<tr>
<td>XF</td>
<td>35</td>
</tr>
<tr>
<td>XG</td>
<td>33</td>
</tr>
</tbody>
</table>

(TOTAL 243)
(Source : Administration office SMA Pembangunan Laboratorium UNP Padang)

In this research, the researcher used cluster random sampling technique. Cluster sampling is sampling in which groups, not individual, are randomly selected Gay (1987: 110) and all members of selected groups are similar. The researcher used cluster random sampling because the population was grouped into some groups or classes. The researcher chose the classes randomly because the members of classes was homogenous; they have the same syllabus, teaching material, and time allocation.

There were two classes as the sample of real test, and a class as the sample of try out test. In choosing sample, the researcher wrote the name of the each class on small piece of paper and put them into a box, where piece of paper give class XA, XB, XC, XD, XE, XF, XG. The researcher shook and took two of the papers in the box with close eyes as the real test classes and took a paper in the box as the try out class. The class selected as try out class was class X.E and as the real test class was class X.B and X.C of this research.

The instrument of this study used listening test in the form of multiple choices. The try out item test was
thirty questions about expression of showing sympathy. The researcher wrote the test based on the material of the subject in syllabus. The researcher prepared thirty items in test. All of them are multiple choice. To answer the questions, the students chose the correct answer among A, B, C, or D. The researcher did this research by consulting with English teacher the first grade in SMA Pembangunan Laboratorium UNP Padang. The researcher gave try out test before the real test.

The test consist of five conversation. There are 30 items : 10 items for identifying the students’ listening ability in listening to general information of short conversation, 10 items for identifying the students’ listening ability in specific information of short conversation, and 10 items for identifying the students’ listening ability in expression of showing sympathy. The researcher gave 45 minutes to do the test. The researcher gave 1 point for each correct answer and 0 for the wrong answer. The specification of the try out test is showing in the following table:

<table>
<thead>
<tr>
<th>Item specification</th>
<th>Number per item</th>
<th>Score per item</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>General information of conversation</td>
<td>1,2,7,8,13,14, 19, 20, 25, 26</td>
<td>T=1 F=0</td>
<td>10</td>
</tr>
<tr>
<td>Specific information of conversation</td>
<td>3,4,9,10, 15, 16, 22,23,27,28</td>
<td>T=1 F=0</td>
<td>10</td>
</tr>
<tr>
<td>Expression of showing sympathy</td>
<td>5,6,11,12,17,18,23,24,29,30</td>
<td>T=1 F=0</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

The try out test was conducted on Tuesday, 26 of April 2016 at 09.00 a.m. in class X.E. There were 31 students participated in the try out test because 3 students were absent. The answer sheets were corrected by the researcher. All scores then were calculated in order to find the coefficient correlation of the test. From the calculation $r_{xy} = .95$ while $r_{ii} = .97$ that could be categorized into very high correlation. It means that the test was reliable (see Appendix 6). It can be used as the instrument of the research.
the researcher used the items that have D > .21 – .80 as test items which were included in the instrument in order to find a good test items for real test. Based on finding, the researcher found 3 items were categorized as poor, 4 items were satisfactory, 21 items were good and 2 was excellent.

Based on the result of both analysis, the member of items that are ok was 27 items (1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30), no item was revised, and 3 items were discarded (4, 10, 15) and 27 items of them was selected as real test. The specific of the real test is showing in the following table:

**Table 3.3**

The Specification of Real Test

<table>
<thead>
<tr>
<th>Item specificatio n</th>
<th>Number per item</th>
<th>Score per item</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>3,9,16,22,23,27,28</td>
<td>T=1 F=0</td>
<td>10</td>
</tr>
</tbody>
</table>

To find out the reliability of the test the researcher used split-half technique because the researcher used multiple choices for the test. It was kind of method which devided the item of the test into odd group and even group. The researcher calculate the coefficient correlation between two sets of score (odd and even item score). To find out the reliability, the researcher used the Person Product Moment Formula as stated by Arikunto (2012) as follow:

\[
\Gamma_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[(n \Sigma x^2) - (\Sigma x)^2][(n \Sigma y^2)(\Sigma y)^2]}}
\]

Where:

\(\gamma_{xy}\) = the coefficient correlation between X and Y variables.

\(n\) = the total number of students who follow the test

\(x\) = the total number of x score (odd item)
\[ \sum y \] = the total number of y score (even item)

\[ \sum xy \] = the total cross product of x and y.

Furthermore, to find out the coefficient correlation of the test, the researcher used Spearman-Brown Formula (Arikunto, 2012:107):

\[ r_{ii} = \frac{2r_{xy}}{1 + r_{xy}} \]

where:
- \( r_{ii} \) = the reliability coefficient for the total test
- \( r_{xy} \) = the coefficient correlation of the two halves of the test

The degree of coefficient correlation the researcher used based on Arikunto’s idea (2012:89):

- \(.81 - 1.0\) = very high correlation
- \(.61 - .80\) = high correlation
- \(.41 - .60\) = moderate correlation
- \(.21 - .40\) = low correlation
- \(.0 - .20\) = very low correlation

To analyze item difficulty of the test, the researcher used the following formula (Arikunto, 2012:223):

\[ p = \frac{B}{JS} \]

where:
- \( p \) = Item difficulty index
- \( B \) = The number of students who answer correctly
- \( JS \) = The number of students who followed the test

To classification of item difficulty index suggested by Arikunto (2012: 225)
as follows:

- \( P \) = .00 - .29 is difficult
- \( P \) = .30 - .69 is moderate
- \( P \) = .70 - 1.00 is easy

To analyze item discrimination, the researcher used the following formula (Arikunto, 2012: 228):

\[ D = \frac{BA BB}{|A| |B|} \]

Where:
- \( D \) = item discrimination index

The researcher arranged the students’ score from the high score into low score and the researcher divided them into two groups: high group and low group (Arikunto, 2012: 227).
BA = sum of students in the high group who answer the item correctly

BB = Sum of students in the low group who answer the item correctly

JA = sum of students in the high group

JB = sum of students in the low group

Item discrimination is symbolized as D. The classification of item discrimination is as follows (Arikunto, 2012:232):

$D = 0.00 - 0.20$ = Poor

$D = 0.21 - 0.40$ = Satisfactory

$D = 0.40 - 0.70$ = Good

$D = 0.71 - 1.00$ = Excellent

Brown (2010:71) states that practical use for item discrimination indices to select items from a test that includes more items than you need. He also states, you might decided to discard or improve some items with lower item discrimination because you know they won’t be as powerful an indicator of success on your test. Therefore, among the ranges of item discrimination above, the researcher used the items that have $D > 0.21 - 0.80$ as test items which were included in the instrument in order to find a good test items for real test.

The researcher collect the data through same procedure as follow:

1. The researcher gave the test to the students with the procedures as follows:
   a. The students listened to the short conversation about expression of showing sympathy
   b. the researcher gave the test from the short conversation
   c. The students answered the test based on the short conversation about showing sympathy.

2. The researcher collected the test

3. The researcher checked the students’ answer. The researcher gaves point 1 for the correct answer and 0 for the wrong answer. The highest possible score is 27 and the lowest one is 0.

To analyze the data, the researcher use the following procedures:

1. The researcher presented the raw scores of each students
2. The researcher calculated Mean (M) and Standard Deviation (SD) by
using the following formula (Arikunto, 2012: 299):

$$M = \frac{\sum x}{N}$$

Where :

- $M$ = Mean
- $x$ = total score of the students
- $N$ = Number of students

3. To calculate standard deviation, the researcher used the following formula (Arikunto, 2012: 299)

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where :

- $SD$ = standard deviation
- $N$ = Number of students
- $x$ = total score of the students
- $x^2$ = the total of $x^2$
- $N$ = Number of sample

4. The researcher classified the students’ ability into high, moderate, and low ability using the following categories (Arikunto, 2012: 229)

- $>M+SD$ = High
- $M-SD \Rightarrow M+SD$ = Moderate
- $<M-SD$ = Low

5. The researcher calculated the percentage of the students who have high, moderate, and low ability by using the formula:

$$P = \frac{F}{N} \times 100\%$$

Where :

- $P$ = Percentage of the students’ who have good or bad ability
- $F$ = frequency of students’ who have good or bad ability
- $N$ = The number of the students

6. Finally, the researcher interpreted the result of data analysis

**Findings**

Based on the result, the researcher found that students’ ability in listening to short conversation on expression of showing sympathy was moderate. It was 46 students (67%) had moderate ability.

Students’ ability in listening to general information of short conversation on showing sympathy was moderate. It was 45 students (65%) had moderate ability.

Students’ ability in listening to specific information of short conversation on showing sympathy was moderate. It was 49 students (71%) had moderate ability.
Students’ ability in listening to expression of showing sympathy of short conversation was moderate. It was 45 students (65%) had moderate ability.

This following part will discuss about students’ ability in listening to short conversation, general information, specific information and expression of showing sympathy. Here are the explanation from each part.

Discussions

Students’ Ability in Listening to Short Conversation on Showing Sympathy

As already discussed previously, the researcher found that students’ ability in listening to short conversation on showing sympathy was moderate. It is supposed by the fact that majority of students (67%) had moderate ability (see Appendix 16). It means that this finding indicates 46 students of moderate ability 11 students of low ability still have difficulties in listening to Short Conversation on Showing Sympathy. Those are probably caused by their lack of understanding the short conversation of background knowledge on the form.

Students’ Ability in Listening to General Information of Short Conversation on Showing Sympathy

The result of data analysis showed that Students’ Ability of the first grade at SMA Pembangunan Laboratorium UNP Padang in Listening to General Information of Short Conversation on Showing Sympathy was moderate. It is supported by the fact that majority of students (65%) had moderate ability. It means that this finding indicates that 45 students had moderate and 15 students had low ability still have mistakes in listening to General Information of Short Conversation on Showing Sympathy. In listening to general information in short conversation students need to listen and understand the short conversation.

Students’ Ability in Listening to Specific Information of Short Conversation on Showing Sympathy

As already discussed previously, another finding of this study is students’ ability of the first grade students’ ability as SMA Pembangunan Laboratorium UNP Padang in listening to Specific Information of Short Conversation on Showing Sympathy was moderate. It is supposed by the fact that majority of students (71%) had moderate ability (see Appendix 20). It means that 49 students of moderate ability and 13 students of low ability still get problem in listening to specific information of short conversation. It
caused the students do not understand about specific.

Students’ Ability in Listening to Expression of showing Sympathy of Short Conversation

Based on the data analysis, this study also found that (65%) of students had moderate ability. It means that 45 students of moderate ability and 8 students of low ability still get problem in listening to Expression of showing Sympathy of Short Conversation on Showing Sympathy. In listening to expression of showing sympathy they should know the expression of showing sympathy and know the context.

Suggestions

Reffering to the research result, the researcher would like to propose several suggestions as follows:

1. Based on the result of the study on the ability of students in listening to short conversation on showing sympathy was moderate (71%). The researcher suggests the English teacher give more exercises in listening to short conversation on showing sympathy, and make the students understand the material about expression of showing sympathy.

2. In general information the teacher should give more explanation how to find the specific information in listening to short conversation. the researcher also suggests the students should pay attention to the material

3. In specific information students had moderate ability. It means that students still have difficulties in finding the specific information in listening to short conversation. Because of that the students should pay attention to listen in short conversation to find specific information.

4. In listen to expression of showing sympathy the students should know the expression of showing sympathy and the responses of expression of showing sympathy.

The result of the data analysis shows students ability in listening to short conversation was moderate (71%).

5. For the future researcher, the researcher suggests and hope they will do the research to find the factor that improve the students’ ability in listening to short conversation on showing sympathy and find good solution to solve.

BIBLIOGRAPHY


