

**AN ANALYSIS ON THE SECOND YEAR STUDENTS' LISTENING  
ABILITY TO UNDERSTAND "INTRODUCTION ACTIVITY "  
AT SMPN 9 SIJUNJUNG**

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**ABSTRACT**

The objective of this researcher was to know the eight year students' ability to understand "introduction activity "at SMPN 9 sijunjung. The design of this research was descriptive. The population of this research was class VIII at SMPN 9 Sijunjung. The total number of the VIII year students of class or target population was 45 students spreading in two classes. Class VIII A consists of 23 students and class VIII B consists of 22 students. The result of coefficient reliability for total test was 0,632. From the result of the study, the researcher found out the ability of the VIII year students of class at SMPN 9 Sijunjung in general to understand the introduction activity was moderate, 57,77%. Their ability to understand the introduction him/herself was moderate, 51,11%, and Their ability to understand the introduction others was moderate, 77,77%. Based on the results above, the teachers are suggested to give some exercises relating to the improving of listening ability especially to understand dialogues. The students are suggested to learn more exercises about listening especially listening to introduction activities through radio, dialogues, television, and others. The next researcher is suggested to conduct the same type and scope of research.

**Key words: Ability, Listening, Components of Listening.**

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## **INTRODUCTION**

English is very important in the world. It is an international language. English is used in economic field. Nowadays, the electronic material is also expressed in English, for example, How to use blender or mixer. We can also find many writing notices in public places, like: "there is a dog, toilet, airport, garbage basket, etc.". In Indonesia, English is one of foreign languages taught. Our Government decides that English is compulsory subject that has to be taught from junior high school to university. It becomes one of four subjects that are tested in national examination. To master English, we shall comprehend four skills. One of them is listening. Listening gets the first position of the four skills because we get language

sound first when we learn language. There are many kinds of material that can be used by the teacher to teach her/his students in listening class. They are news, dialogues, songs, stories and others. We should have good listening to support our communication more fluently. However, most Indonesian people including the students face difficulties in communication using English. For example, the students still cannot understand listening material, like understanding the way to do introduction activity in English. When she did practice teaching, she used many materials in listening class. The materials are song, story and news. In fact the students did not really understand what the speaker says about the materials. Based on the explanation above, the writer is

interested to conduct the research entitled **“An Analysis on the Second Year Students’ Listening Ability to Understand “Introduction Activity “ At SMPN 9 Sijunjung”**”.

Listening is a process that needs high concentration to understand something talked by someone and it is important to master by people. There are some components of listening: Introduction, Command, Prohibition, and Greeting, (School Based Curriculum (KTSP 2006). Introduction activity is someone introduces himself and others to some one other. The researcher limited her research into listening which focuss on introduction activity on the class VIII SMPN 9 Sijunjung. The problem of the research is formulated into the following

question: “How is the students’ listening ability in understanding introduction activity at class VIII of SMP N 9 Sijunjung?”. How is the students’ listening ability in understanding the activity of introducing him/herself? And how is the students’ listening ability in understanding the activity of introducing others? The main purpose of the research is to find out the listening ability of the eighth year Introduction activity, and the specific purposes are: To find out the students’ listening ability in understanding activity of introducing him/herself and to find out the students’ listening ability in understanding the activity of introducing others. The researcher expects that the results of this

research would give some inputs for English teacher and students. To English teacher, the results of this research can be considered as the meaningful information about the students' ability to understand an introduction activity. She/he can give enrichment or remedial to the students'. For the students the researcher expects that the result of this research can give information about their ability in listening to introduction activity.

Feyten(1991) finds that meaning listening is constructed, by speakers as well as listeners, through communicative exchanges that include linguistics, such as spoken words; paralinguistic, such as tone of voice, intonation and pitch; and via nonverbal

communication, such as body language, Key (1983).

Based on the experts' explanation above, the writer concludes that listening is a process that needs high concentration to understand something that is talked by someone and it is important to master by people. A listener who has poor ability in listening will face difficulties to comprehend the messages from the speaker. And it is worse that the listener becomes passives where he or she just hears what the speaker says, but he or she does not know what the speaker wants to inform to her or to him.

In the following are some aspects or components of listening namely Introduction, command, prohibition, and greeting.

Introduction activity is someone introduces him self and others to someone, we say name, address, nationality and birthday. Wahyudi (2001)

## **RESEARCH METHODS**

This research was the descriptive one. It describes students' listening ability focusing on understanding Introduction activity. It involves collecting data in order to answer questions in understanding introduction activity, Gay (1987: 10). In addition, Arikunto (2002:291) states that the descriptive research is a study intended to describe the way, the fact, the situation and the variable.

The population of this research was class VIII at SMPN 9 Sijunjung. The researcher chose this population because they have learnt about

Introduction activity. The total number of VIII year students of class or target population was 45 students spreading in two classes. VIII A consists of 23 students and VIII B consists of 22 students.

The instrument of this study was listening test in form of multiple choices. There were three dialogues; the dialogue consists of two or more persons. The dialogues became the test which was given to the students. The researcher collected the data through giving objective test to the students. In analyzing the data, the researcher counted percentages of the students' grade in listen to a dialogue. The researcher used the following formulas Arikunto. The researcher found the real ability of second year of students in SMPN 9 Sijunjung in listen to the

introduction activity by presenting the result of the data from the listening test.

## **FINDINGS AND DISCUSSIONS**

The researcher presents and discusses the result of the study on students' ability to understand in listening Introduction activity. After the scores for students' answer were calculated, the researcher found that the lowest score for the ability of students' ability to understand introduction activity was 6 and the highest score was 19. Then the researcher analyzed the score to find out the number of students who got high, moderate or low ability.

### **Students' Ability to Understand the Introduction Activity.**

In measuring the students' ability to understand introduction activity in general; the researcher

counted the students' score. The researcher found that the lowest score was 6 and the highest score was 19. These score were students' score that got from the test. Then the researcher calculated the score and got 12,51 for mean and 3, 27 for standard deviation (see Appendix K). Students' ability was categorized as high if their scores were higher than 15,78. It was categorized as moderate if their scores were in the range of 9,24 to 15,78 and it was categorized as low if their scores were lower than 9,24. She calculated the percentage of students who included in each of those three groups.

**Table 4.1**

### **The Classification of Students' Ability to Understand Introduction Activity**

No	Classifications	Frequency	Percentage (%)
1	High	10	22,22
2	Moderate	26	57,77
3	Low	9	20

**Students' Ability to Understand the Introduction Him/Herself.**

In measuring the students' ability to understand the introduction self, the researcher counted the student score. The researcher found that lowest score was 0 and the highest score was 10. These score were students' score that got from the test. Then the researcher calculated the score and got 6,55 for mean and 2,26 for standard deviation (see Appendix L). Students' ability was categorized as high if their scores was higher than 8,81. It was categorized as moderate if their scores were in the range 4,29 to 8,81 and it

was categorized as low if their scores were lower than 4,29. She calculated the percentage of students who were included in each of those three groups (see Table 4.2).

**Table 4.2**

**The Classification of Students' Ability to Understand Introduction Him/herself**

no	Classifications	Frequency	Percentage (%)
1	High	13	28,88
2	Moderate	23	51,11
3	Low	9	20

**Students' Ability to Understand the Introduction Others.**

In measuring the students' ability to understand the introduction others, the researcher counted the student score. The researcher found that lowest score was 2 and the highest score was

10. These scores were students' score that got from the test. Then the researcher calculated the score and got 5,55 for mean and 1,70 for standard deviation (see Appendix M). Students' ability was categorized as high if their scores was higher than 7,25. It was categorized as moderate if their scores were in the range 3,85 to 7,25 and it was categorized as low if their scores were lower than 3,85. She calculated the percentage of students who were included in each of those three groups.

**Table 4.3**

**The Classification of Students' Ability to Understand Introduction Others**

no	Classifications	Frequency	Percentage ( % )
1	High	4	8,88
2	Moderate	35	77,77
3	Low	6	13,13

**Students' Ability to Understand the Introduction Activity.**

The data analysis showed that students' ability to understand the introduction activity in general was moderate, there were 57,77% or 26 of students in this categorize (see Table 4.1, Appendix K and appropriate with the previous formula on page 22). It means that in general, it was difficult for students to understand the introduction activity. In other words, the students cannot understand introduction him/her and others.

**Students' Ability to Understand the Introduction Him/Herself.**

The students' ability to understand the introduction him/herself in general was moderate, there were 51,11% or 23 of students in



this categorize. It means that the students cannot do it. In other words, the students do not understand the introduction self.

### **Students' Ability to Understand the Introduction Others.**

The data showed that 77,77% or 35 of students on moderate ability. A half of students on this categorize, it means they were not able to understand the introduction others. They listen the conversation not well because of that they cannot introduce self and others.

## **CONCLUSIONS AND SUGGESTIONS**

### **CONCLUSIONS**

After interpreting the result of data analysis, it can be concluded as follow:

1. In general, the ability of the eight year of students of SLTPN 9

Sijunjung to understand the introduction activity was moderate. It was proven by the fact that 57,77% students possessed moderate ability.

2. The ability of the eight year of SLTPN 9 Sijunjung to understand the introduction self was moderate. It was proven by the fact that 51,11% of students was categorized moderate.
3. The ability of the eight year of SLTP N 9 Sijunjung to understand the introduction others was moderate. It was proven by the fact that students ability majority 77,77% of students was categorized moderate.

## **SUGGESTIONS**

Based on the conclusions above, the researcher proposes several suggestions as follows:

1. Since the result showed that the students' ability to understand the introduction activity was moderate, the teacher are suggested to give some exercises relating to the improving of listening ability especially to understand the introduction activity. Teacher should give the exercise with conversation or other conversation which are also interesting for students.
2. The students are suggested to learn more about introduction activity and they are expected

to do more exercises about listening especially listening to the conversation. The exercises like listen to the radio, television, and others.

3. The researcher suggests the next researcher to conduct the follow up research. It could be conducted in a different subject in order to get different finding and she/he finds the difficulties of the students 'ability to listen to conversation.

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