AN ANALYSIS OF FIRST YEAR STUDENTS' LISTENINGABILITY TO COMPREHEND CONVERSATION AT SMAN 1 KECAMATAN LAREHSAGO HALABAN

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Abstract

This study was designed to describe the first year students' listening ability to comprehend conversation.This study aims to describe the students' ability to comprehendconversation that consist of topic, participant, situation, setting.This research uses descriptive design. The population was the first year student of SMAN 1 KecamatanLareh Sago Halaban. The number of the population members was 261 students. The size of the sample was 58 students. In selecting the sample, the researcher used cluster random sampling technique since the populationwas grouped into nine classes. They are classes, X1, X2, X3, X4, X5, X6, X7, X8, and X9. To collect the data the researcher used listening test in the form multiple choice. The result of the data analysis showed that the listening ability of the first year student of SMAN 1 Kec. Lareh Sago Halaban in comprehending conversation was moderate.Based on the findings above,it is concluded that the first year students of SMAN 1 Kec. Lareh Sago Halaban had moderate ability in listening to comprehend conversation. Based on this conclusion the researcher suggests the teachers are suggested to improve students' listening ability by giving more exercise to comprehend conversation especially comprehending topic, participant, situation and setting.

Key words: *conversation, topic, participant, situation, setting.*

Introduction

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. Fang (2008:21-22) states that listening comprehension means that the leaner should be encouraged to concentrate on an active process of listening for meaning not only for linguistics but non linguistics knowledge as well and listening comprehension is an active process to concentrate on selected aspect of oral input, form meaning and associate what they hear to existing knowledge.

According to Brown and Abeywickrama (2010:161) there are four types of listening. They are intensive,

responsive, selective and extensive listening. According to Field (2009:14), extensive listening is ensures some familiarity with content and also allows the listener to establish information provided.

In listening activities in the classroom the student should know what the reason they heard is. According to Ghaderpanahi (2012:2) there are two major reasons in listening (1) for specific information and (2) gist meaning. Listening is the way of learning the language. Newton (2008:34) states that listening gives the learner information from which to build up the knowledge necessary for using the language. In listening activity, the students listen to the story, watch TV or film and a conversation (Newton (2008:3). According to Gordon (2015 para1) Conversation theory is
a cybernetic and dialectic framework that offers a scientific theory to explain how interactions lead to "construction of knowledge", or "knowing".

In teaching listening, it needs various materials. One of them is conversation. Gabor (2000:5) states conversation is our main way of expressing our ideas, opinions, goals, and felling to those we come into contact. Furthermore, in teaching listening conversation, there are some aspects of conversation that have to be considered. According to

Rahayuningsih (2010:13), in listening material there are some aspects that should be concerned by listener to comprehend. They are comprehension about general information (content), specific information, and sequence of events and the summary of listening material. General information (Content) is the idea that containing in writing, film and audio and conversation. Specific information is a knowledge that you get about someone and something such as information about participant, information about situation and information about setting.

The main purpose of this research is to describe the first year students' listening ability to comprehend conversation at SMAN 1 KecLarehSagiHalaban. Specifically, the purposes of this research were as follows:

1) The students' listening ability to comprehend general information (topic) in conversation?
2) The students' listening ability to comprehend specific information about participant in conversation.
3) The students' listening ability to comprehend specific information about situation in conversation.
4) The students' listening ability to comprehend specific information about setting in conversation.

Research Method

The type of this research is descriptive in nature. Gay (1987:189) says that descriptive research involves collecting data in order to test the hypothesis or to answer the question concerning the current status of the subject of the study. In this research, the researcher described and analyzed the students'listening abilityto comprehend conversation.

The population was the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized (Gay, 1987:102). Population of this research was the first years students of SMAN 1 KecLareh Sago Halaban. Total number of them was 261 students who are group into nine classes. They were X1, X2, X3, X4, X5, X6, X7, X8, and X9. The researcher took two classes as sample. They are class X1 and X2.

The instrument used to collect the data in this research was listening test in form multiple choice. The researcher took the test items from teaching material at SMAN 1 KecLareh Sago Halabanthat discussed about conversation. The test consisted of 25 items. The students were given 30 minutes to do the test. This observation was on Mei 2015.

To find out the reliability of reading test, the researcher used split half method. According to Gay (1987:138), split half method refers to be divided into two groups; odd item score and evenitem score. To calculate the coefficient correlation between the score of the two groups, the researcher used Pearson Product Moment formula as follows (Arikunto 2012:87).

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{(n\sum y^2 - (\sum y)^2)\}}}$$

Where:

r_{xy}= the correlation coefficient of variable x and y (odd and even item)

$\sum x$ = the odd item scores

$\sum y$ = the even item scores

$\sum xy$ =the total scores of cross product xy

n= number of students

Furthermore, to know the coefficient correlation of the whole test, the result was analyzed by using Spearman Brown formula (Gay, 1987:139) as follows:

$$r_{ii=}\frac{2r_{xy}}{1+r_{xy}}$$

Where:

$r_{ii=}$the reliability coefficient of the test.

r_{xy}= the coefficient correlation between odd and even item.

According to Arikunto (2012:89), the interpretation of the correlation coefficient as follows:

.81-1.00=very high

.61-.80 =high

.41-.60 =enough

.21 -.40=low

.00-.20= very low (no correlation)

In selecting good items of the test, the researcher analyzed the item difficulties and item discrimination of the test. The researcher used the following formula suggested by Arikunto (2012:219):

1. *Item difficulties*

   $P = \frac{B}{JS}$

Where:

P= item difficulties

B= sum of students who answer correctly

JS= sum of the students who follow the test

The item difficulties ranges between .00-1.00 and it is symbolized as "P" that refers to "Proportion" in the evaluation term.

Then, the researcher classifies the item difficulty into three categories suggested by Arikunto (2012:225) as follow:

$P > .00 - .30$ = Difficult

$P > .31 - .70$ = Moderate

$P > .71 - 1.00$ = Easy

According to Brown (2010:71), appropriate test items will generally have item difficulty the range between $.15 - .85$. He also adds two good reasons why including a very easy item are two build in some affective feelings of "success" among lower ability students and to serve as warm –up test, and for difficult items can provide a challenge the highest ability students. Based on these statements, the researcher took the test item which had range item difficult index between $.15 - .85$.

2. *Item discrimination*

Item discrimination is the ability of test items to differentiate between high ability students and low ability students. To find out item discrimination, the researcher used the following formula by Arikunto (2012:228):

$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$

Where:

D= item discrimination

J_A= sum of students in the high group

J_B = sum of students in the low group

B_A = sum of students in the high group who answer correctly

B_B = sum of students in the low group who answer correctly

In the evaluation term, item discrimination is symbolized as "D" that refers to "Discrimination". The result of the item discrimination is classified as follows:

D = .00 − .20 = Poor

D = 21 − .40 = Satisfactory

D = .41 − .70 = Good

D = .71 − 1.00 = Excellent

The researcher used range between D > .21 − 1.00 for item discrimination. The result of try out, the researcher found that the correlation coefficient for the test was 0.65 (see Appendix 5). It means the test was reliable.

The researcher got 20 good items for the real test, they are 1,3,4,5,6,7,9,10,12,,14,16,17,18,19,22,23, ,24,26,28,29. There were thirty items(13, 15, 20, 21 and 30) that should be discarded (see Appendix 7).

Findings and Discussion

Findings

Based on the result of the data analysis, it was found that the listening ability in comprehending conversation was moderate. It was proved by the fact that 10 students (17.24%) got high ability, 41 students (70.68%)got moderate ability, and 7 student (12.06%) got low ability (see Appendix 10).

The students' listening's ability in comprehend Topic was moderate. It was proved by the fact that 5 students (8.62) got high ability, 40students (68.96%) got moderate ability, and 13 students (22.41%) got low ability (see Appendix 11).

The students' listening ability of the first year student of SMAN 1 Kec.Lareh Sago Halaban in comprehending participant was moderate. It was proved by the fact that 7 students (12.06%) got high ability, 40 students (68.96%) got moderate ability, and 11 students (18.96%%) got low ability (see Appendix 12).

The students' listening Ability to comprehend situation in conversation was moderate. It was proved by the fact that 11 students (18.96) got high ability, 41 students (70.68%) got moderate ability, and 6 students (10.34%) got low ability (see Appendix 13).

The students' listening ability in comprehending *setting* in conversation was moderate ability. It was proved by the fact that 3 students (5.17%) got high ability, 41 students (70.68%) got moderate ability,

and 14 students (24.13%) got low ability (see Appendix 14).

Discussion

The researcher found that the students' listening ability ofthe first year students of SMAN 1 Kec. Lareh Sago Halaban to comprehend conversation was moderate. It was indicated by the fact that the majority of the students got moderate ability and few of the students got high ability and some of the students got low ability.

Conclusions and Suggestions
Conclusions

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

1. The listening ability of the first year students of SMAN 1 Kec. Lareh Sago Halaban was moderate. It is indicate by 41 (70.68%) students have moderate ability. Last, there were 7 students (12.06%) who got low ability.
2. The listening ability of the first year student of SMAN 1 Kec. Lareh Sago Halaban in comprehending *topic* was moderate. It is indicate by 40 students (68.96%) have moderate ability.

3. The listening ability of the first year student of SMAN 1 Kec. Lareh Sago Halaban in comprehending participant was moderate. It is indicate by 40 students (68.96%) have moderate ability.
4. The listening ability of the first year student of SMAN 1 Kec. Lareh Sago Halaban in comprehending *situation* was moderate. It is indicate by 41 students (70.68%) have moderate ability.
5. The listening ability of the first year student of SMAN 1 Kec. Lareh Sago Halaban to comprehend *setting* was moderate. It is indicate by (70.68%) have moderate ability.

Suggestions

Based on the conclusions as already discussed previously, the researcher would like to propose several suggestions to the teacher, student, and further researcher:

1. Referring to result of the research that showed that the students' listening ability to comprehend conversation is moderate. It is suggested to the teachers to give more exercise to the students about listening conversation especially comprehending topic, participant, situation and setting.

2. The researcher suggeststo the students tohave more practice in listening conversation in term topic, participant, situation and setting. They can more practice used those term with listen the English conversation in daily activities

3. The researcher is suggested to the next researcher to do further research on problem faced by students in comprehending conversation. The next researcher can do research about the factors influenced students' listening ability to comprehend conversation in term (topic, participant, situation and setting).

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