

AN ANALYSIS OF THE SECOND YEAR STUDENTS' DIFFICULTIES IN LISTENING ANNOUNCEMENT AT MTsN PARAK LAWAS PADANG

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Abstract

The type of this study was descriptive study. The purpose of this study was to describe students' difficulty in listening announcement. The population of this study was the second year students of MTsN Parak Lawas Padang. The total numbers of population were 230 students. The members of sample in this research were 46 students. In selecting data the researcher used cluster random sampling. The instrument used to get the data was listening test. The researcher tried out the tests to the students out of sample. The researcher calculated item difficulty and item discrimination for try out. The researcher used split half method to know the reliability of the test. The researcher found that the reliability of the test was reliable. The test was valid in terms of content validity. The result of the data analysis showed that 33 students (72%) got difficulties in listening announcement, 29 students (59%) got difficulties in listening announcement about education, 28 students (61%) got difficulties in listening announcement about job vacancies, and 32 students (70%) got difficulties in listening announcement about missing person. It can be concluded that 72% students got difficulties in listening announcement. Dealing with the conclusions of this research, the researcher has suggestion for English teacher to improve students' skills in listening announcement. For the students, they are suggested to do more exercise about listening. And the next researcher is suggested to do relevant research from different point of view and another kind of listening announcement.

Keywords: Analysis, Difficulty, Listening, Announcement

Introduction

1.1 Background of the Problem

We know that English is very important for us because English is one of the most important languages in the world. Nowadays, we know that English is not only important in business world, but also in the education. Our government realizes that English is very important, so it has become one of subjects which is taught from junior high school until university.

As a foreign language, English has four skills (listening, speaking, reading, and writing) that have to be mastered by the students. Listening is usually a hard skill to master by the students. The first reason is that the students do not have the text in front of them to look at if they do not understand the information. The second reason is the students do not comprehend the accent and information of the native English speaker.

Listening plays an important role in second language instruction for several reasons (Rost, 1994). If you cannot hear it well you will find it hard to communicate or perhaps you cannot pass your listening examination for instance. In fact, students often take the wrong way when listening and this leads them to the poor result.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin 1974).

In junior high school syllabus, it had been stated how the importance of improving listening skills. For instance, students should be able to listen the short functional text such as announcement, advertisement, brochure, memo, invitation, and greeting card. One of them is announcement. Announcement is kind of short functional text that has the purpose to gives information about something or ask people to do things.

Announcement is not a new text for the second year students of junior high school because in the first level they have learned it. So, the second year students of junior high school have had knowledge and understood this functional text.

Based on the researcher's practice teaching experiences in March 9th 2015 at Madrasah Tsanawiyah Negeri (MTsN) Parak Lawas Padang, the researcher found that it was difficult for the students to understand announcement in listening. The teacher said that even the teacher gave the students exercise of announcement, the students still did not understand the content of the announcement, the example was the teachers asked what the information in announcement many students could not answer the question.

Based on the explanation above, the researcher was interested in analyzing students' difficulties in listening announcement. Therefore, the title of the research is" *An Analysis of the Second Year Students' Difficulties in Listening Announcement at MTsN Parak Lawas Padang.*

1.2 Identification of the problem

Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse.

In junior high school syllabus, the students study listening about listening announcement, listening advertisement, listening invitation and listening of leaflets. Announcement is a kind of functional text taught to junior high schools student.

There are three kinds of announcement. The kinds of announcement are education, job vacancies and missing person. Education announcement is an announcement that gives information about courses or twinning program includes scholarship, requirement and courses available. Job vacancies announcement is an announcement that gives information about job available, salary, experience and qualification.

Missing person announcement is an announcement that gives information about person has suddenly left their home without telling their family where they are going, and it is not known whether they are alive or dead.

1.3 Limitation of the Problem

Based on the identification of the problem that has been discussed previously, the researcher limited her study to An Analysis of the Second Year Students' Difficulties in Listening Announcement at MTsN Parak Lawas Padang. Furthermore, the researcher focused her research in listening three kinds of announcement.

They are education announcement, job vacancies and missing person announcement because the students got

low score in listening kinds of announcement.

1.4 Formulation of the Problem

The problem in this research was formulated in this question "What difficulties are faced by the second year students of MTsN Parak Lawas in listening announcement?"

1.5 Research Questions

To find out the students' difficulties in listening announcement, the researcher formulated the specific questions as follows:

1. Do the second year students of MTsN Parak Lawas have difficulties in listening announcement on education?
2. Do the second year student of MTsN Parak Lawas have difficulties in listening announcement on job vacancies?
3. Do the second year student of MTsN Parak Lawas have difficulties in listening announcement on missing person?

1.6 Purposes of the Research

The purpose of the research was to describe the students' difficulties in listening announcement. The specific purpose of this research are as the following.

1. To describe the second year students of MTsN Parak Lawas difficulties in listening announcement on education.

2. To describe the second year students of MTsN Parak Lawas difficulties in listening announcement on job vacancies.
3. To describe the second year students of MTsN Parak Lawas difficulties in listening announcement on missing person.

No	Class	Number of Students
1	VIII 1	46
2	VIII 2	46
3	VIII 3	46
4	VIII 4	46
5	VIII 5	46
Total		230

Research Method

3.1 Research Design

The design of the research was descriptive research. According to Gay (1987:189), descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study. It is supported by Selinger and Shohamy (1989:116) who state that descriptive research is concerning with providing description of phenomenon that occurs naturally without intervention of an artificial treatment. In this research, the researcher wanted to describe the students' difficulties in listening announcement.

3.2 Population and sample

According to Gay (1987:102), population is the group of interest to the researcher; the group to which she or he would like the result of the study to be generalized. The population of this research was the second year students of MTsN Parak Lawas. The number of members of population in this study was 230 students. They were distributed into five classes, as shown in Table 3.1 below:

Table 3.1

The Distribution of Population

Members by Class

Because the number of population was large, the researcher decided to select some of the population as sample. The sample is small part of the population. According to Gay 1987:101), sampling is the process of selecting a number of individuals represent the large group from size of sample they are selected. She also states in descriptive research, sample should be at least 10 % of population. It means that more than 10 % is better. Relating to this, she used 20% and it means that the researcher took two classes of the population to be sample.

The researcher used cluster random sampling to select the sample. Gay (1987: 110) state that cluster random sampling is sampling in which groups, not individuals,

are randomly selected. Cluster random sampling was chosen because the population had been grouped, each group had the same teacher, syllabus, and teaching material, it means homogeneous.

The sample of this research was the students in class VIII.3 as a sample for try out, and VIII.1 as a sample for real test. The tried out test would make the researcher know whether the students understood the instruction or not, the time allocation was enough or not, and the test was good or not.

3.3 Instrumentation

The instrument used to collect the data of this research was listening test. The test was constructed in multiple choice form. The test consisted of six announcement (two announcement on education, two announcement on job vacancies, two announcement on missing person) and had 36 items for try out. The audio of announcement was recognized by

Mursyidah, because she was better than the researcher in pronunciation. Therefore, the minimum score the students get in the real test is 0, and the maximum one is 36. The researcher allocated 60 minutes for students to do the test. The test was tried out to the students out of sample to know whether it is reliable or not.

A good test should be valid and reliable. A test is valid if it measures what is supposed to be measured (Gay, 1987:128). In order to see the validity of the test, the researcher used content validity. According to Gay (1987:129), one of characteristic of test validity is content validity. It means that the test is valid if it fixes with the materials that have been given to the students. Therefore, this test was constructed based on curriculum, syllabus and teaching materials used in MTsN Parak Lawas Padang. To make it clear, the following table shows the specification of the test:

Table 3.2 The Specification of Test

The test had been tried out to the students out of the sample to analyze item difficulty, item discrimination, and to find the reliability of the test.

1. Item Difficulties

No	Kinds of Announcement	Total Number of Items	Items Specification (Multiple Choice)
1	Education	10	2,3,4,5,6,7,8,9,10,11
2	Job Vacancies	10	13,14,15,16,18,19,20,21,22,24
3	Missing person	10	25,26,27,28,29,30,32,33,35,36

To analyze item difficulties in order to know whether the items are easy or difficult, the researcher used the following formula (Arikunto,2012:219):

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

Where:

P = Item difficulties

B = The number of students who answer correctly

JS = The number of total students

The item difficulties range between 0.00 - 1.00 and it is symbolized as "P" that refers to "Proportion" in evaluation term. The classification of the item difficulties of the item is as follow:

P = 0.00 - 0.30 = difficulty

P = 0.31 - 0.70 = moderate

P = 0.71 - 1.00 = easy

The researcher used the standard of item difficulties on P= 0.20-0.80

Based on the result, it was found that 3 items (8,3%) were categorized as difficult, 32 items (89%) were categorized as moderate and 1 item (2,7%) was categorized as easy.

2. Item Discrimination

Item discrimination is ability of items to differentiate students that have high achievement and low achievement. The researcher grouped the students into two groups: upper and lower group, to analyze the item discrimination. According to Arikunto (2012:227) for small size of sample, students who get score half above was classified as upper group and the students who get score half below was classified as lower group. To find the index of discrimination, the researcher used the following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

D = Item discrimination

JA = Number of the students in the high group

JB = Number of the students in the low group

BA = Number of students in the high group who answer correctly

BB = Number of students in the high group who answer correctly

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

D = 0.00 - 0.20 = Poor

D = 0.21 - 0.40 = Satisfactory

D = 0.41 - 0.70 = Good

D = 0.71 - 1.00 = Excellent

The researcher used the standard of item discrimination on $D = .21-1.00$ for listening test.

Based on listening test, it was found that 6 items (17%) were categorized as poor, 23 items (64%) were categorized as satisfactory, 7 items (19%) were categorized as good. After the researcher calculated the item difficulty and item discrimination, the researcher discarded 6 items of listening test (1,12,17,23,31,34) and therefore, the researcher got 30 items

(2,3,4,5,6,7,8,9,10,11,13,14,15,16,17,18,19,20,21,22,31,34) as good items.

3. Reliability

To know the reliability of the test, the researcher used split half method. It is kind of method which divided the items of the test into odd group and even group. To find out the reliability index of the text, the researcher used the Pearson Product Moment proposed by Arikunto (2012:87) as follows:

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

Where :

R_{xy} = the coefficient correlation between x and y variable

N = the number of students

$\sum x$ = total score of odd items

$\sum y$ = total score of even items

After that, to know reliability coefficient for total test, the researcher used Spearman Brown Formula (Gay, 1987:139):

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

Where :

r_{ii} = the coefficient reliability for total test

r_{xy} = the coefficient correlation of two halves of the test

The result of the test showed that the reliability is very high, high, moderate, low, and very low correlation. The degree of coefficient correlation of test is categorized as follows (Arikunto, 2012:89):

0.00 - 0.20 = very low correlation

0.21 - 0.40 = low correlation

0.41 - 0.60 = moderate correlation

0.61 - 0.81 = high correlation

0.81 - 1.00 = very high correlation

From the result of the try out, the researcher found that the reliability coefficient was .84 (See Appendix 4). It means that the reliability of the test was very high.

3.4. Techniques of Gathering Data

The researcher collected the data through giving listening test to the students. Then, the researcher collected the data through some procedures as follows:

a. The researcher gave the test to the students with the procedure as follows:

1. The researcher played the recording of announcement.
2. The students answered the questions based on their listening.

b. The researcher collected the test.

c. The researcher gave score on students' answer sheet and gave 1 score if the answer is correct and 0 if the answer is false. So, the possible maximum score is 30 and minimum one is 0.

3.5. Techniques of Analyzing Data

To analyze the data, the researcher used the procedures as follows:

1. The researcher counted the total score for each student.

2. The researcher calculated the mean and standard deviation by using the following formula:

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

Where :

M = Mean

$\sum x$ = Total score of the students

N = Number of students

The researcher put scores of sample using statistical measurement suggested by Gay (1987: 361). There are several ways such as; Mean, Median, and Mode. The researcher used Mean to identify their difficulties, for classifying students' category.

To calculate Standard Deviation, the researcher used the following:

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

Where :

SD = Standard deviation

$\sum x$ = The total of x

$\sum x^2$ = The total of x²

3. The researcher classified the students' score based on the criteria as follows:

- Had no difficulties $> M+.5SD$
- Had difficulties $< M+.5SD$

4. The researcher counted the percentage of the students who had no difficulties and had difficulties by using the following:

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

Where :

P = Percentage of students who had or had no difficulty

F = Frequency of students who had or had no difficulties

n = Number of students

5. Finally, the researcher knew the difficulties of the students in listening announcement.

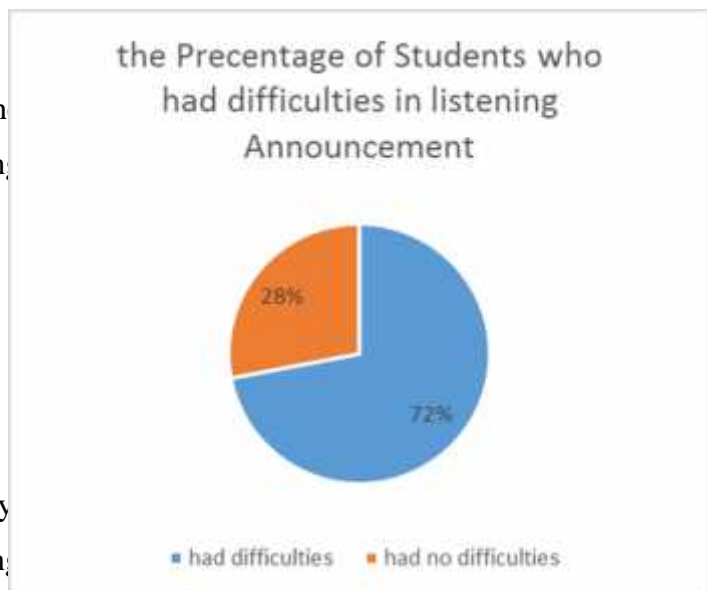
Findings

4.1 Findings

As already discussed previously the data were collected by using listening test. It was analysed by using descriptive method. Then, the researcher came up with findings presented according to the indicators.

4.1.1 Students' Difficulties in Listening Announcement

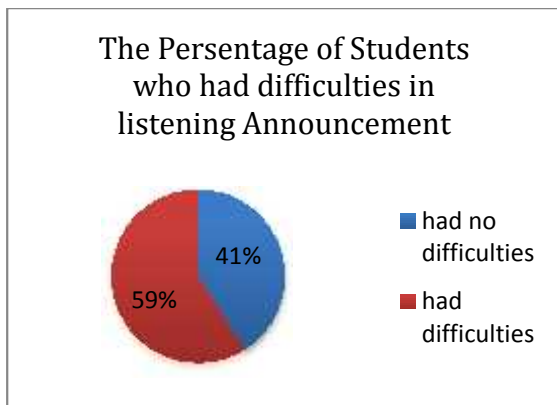
The result of analysing data gathered from listening test showed that the students had difficulties in listening announcement. It was also revealed that the highest score was 25 and the lowest score was 12. Mean and Standard deviation were 18.43 and 2.97. The result of data analysis shows that 13 students (28 %) had no difficulties in listening Announcement and 33 (72 %) students had difficulties in listening announcement. To make it clear the frequencies of students who had difficulties in listening announcement was showed in Diagram 1:



1. Students' Difficulties in Listening Announcement about Education

Based on the result of data analysis on listening test, the researcher found that the highest score was 9 and lowest was 3. Meanwhile, mean of students' score in

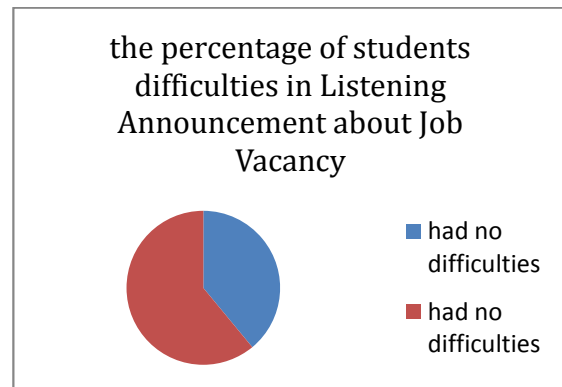
listening announcement about education was 6.3 and standard deviation was 1.40 .The students' who had no difficulties in listening announcement about education were 19 students (41%) and 27 students (59%) had difficulties in listening announcement about education. In short, more than half of the students had difficulties in listening announcement about education.



2. Students' Difficulties in Listening Announcement about Job vacancies

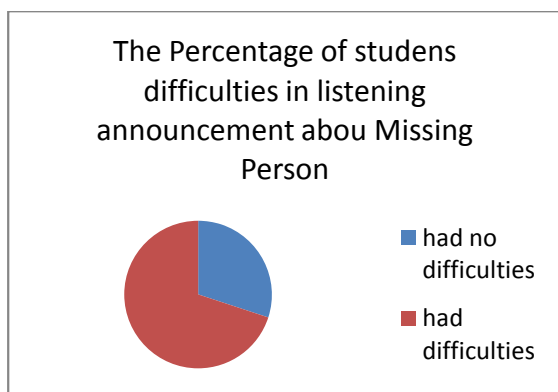
Based on the result of data analysis on listening test, the researcher found that the highest score was 8 and lowest 3. Meanwhile, mean of students' score in listening announcement about job vacancies was 5.87 and standard deviation was 1.4. The students who had no difficulties in listening announcement about job vacancies were 18 students (39%) and 28 students (61%) had difficulties in listening announcement about job vacancies. In short, more than half of the students had difficulties in

listening announcement about job vacancies.



3. Students' Difficulties in Listening Announcement about Missing Person.

Based on the result of data analysis on listening test, the researcher found that the highest score was 3 and lowest score was 9. Meanwhile, mean of students' score in listening announcement about missing person was 6 and standard deviation was 1.22 . The students who had no difficulties in listening announcement about missing person were 14 students (30%) and 32 students (70%) had difficulties in listening announcement about missing person. In short, more than half of the students had difficulties in listening announcement about missing person.



4.2 Discussion

Based on the findings, the researcher found that students' difficulties in listening announcement as followed:

1. Students' Difficulties in Listening Announcement about Education.

Based on the result of the data analysis in listening test, it was found that 59% students had difficulties in listening announcement about education. The finding of this research indicated that most of students were still confused about listening announcement education. Based on the students' answer sheet many students still got difficulties to choose the best answer about answer about listening announcement education and for example, the question "How long does the meeting last?" the students confused in choosing between one hour or one and a half hours. There were 27 students still had difficulties in listening announcement about education.

2. Students' Difficulties in Listening Announcement about Job Vacancies.

Based on the result of the data analysis in listening test, it was found that 61% students had difficulties in listening announcement about job vacancies. The finding of this research indicated that most of students were still confused about listening announcement job vacancies. Based on the students' answer sheet many students still got difficulties to choose the best answer about answer about listening announcement job vacancies and for example, the question "How can we apply the job?" the students confused in choosing between by mail or by post. There were 28 students still had difficulties in listening announcement about job vacancies.

3. Announcement about Missing Person. Students' Difficulties in Listening

Based on the result of the data analysis in listening test, it was found that 70% students had difficulties in listening announcement about missing person. The finding of this research indicated that most of students were still confused about listening announcement missing person. Based on the students' answer sheet many students still got difficulties to choose the best answer about listening announcement missing person and for example, the question "What should we do if we find her?" the students confused in choosing between Please contact Susi, 0811324561

or 08113413224. There were 28 students still had difficulties in listening announcement about missing person.

CONCLUSION AND SUGGESTION

5.1 Conclusion

Having known the result of data analysis, the researcher concluded that the students had difficulties in listening announcement. In specific, the conclusion can be seen as follows:

1. The second year students of MTsN Parak Lawas Padang had difficulties in listening announcement. It was proved by the fact 72% students had difficulties in listening announcement.
2. The second year students of MTsN Parak Lawas Padang had difficulties in listening announcement about education. It was proved by the fact that 59% students had difficulties in listening announcement about education.
3. The second year students of MTsN Parak Lawas Padang had difficulties in listening announcement about job vacancies. It was proved by the fact that 61% students had difficulties in listening announcement about job vacancies.

4. The second year students of MTsN Parak Lawas Padang had difficulties in listening announcement about missing person. It was proved by the fact that 70% students had difficulties in listening announcement about missing person.

5.2. Suggestion

Based on the conclusions above, the researcher proposes some suggestion as follows:

1. The teacher is expected to improve students skills in listening announcement about education, job vacancies and missing person by giving more exercises to the students that can minimize their difficulties in listening announcement. There are 27 students who had difficulties in listening announcement about education and then there are 28 students who had difficulties in listening announcement about job vacancies and the last there are 32 students who had difficulties in listening announcement about missing person. The students had difficulties in listening announcement.
2. For the students, they are suggested to do more exercise about listening announcement. Student expected learn

more about listening announcement education, job vacancies, and missing person.

3. The next researcher is suggested to do relevant research from different point of view and another kind of listening announcement.

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