A STUDY ON THE SECOND YEAR STUDENTS' LISTENING COMPREHENSION ABILITY TO COMPREHEND ENGLISH NARRATIVE MONOLOGUE TEXT AT SMPN 12 PADANG

Hidayatullah[1],Lailatul Husna[1], Lisa Tavriyanti[1],

[1]English Department, Teacher Training and Education Faculty of Bung Hatta University

E-mail: unclehidayatullah2@yahoo.co.id

Abstract

The purpose of this research was to describe the ability of the second year students of SMPN 12 Padang in listening narrative monologue text. In this research, the population was the second year students of SMPN 12 Padang. The number of the population was 250 students.The instrumentation used to get the data was listening test in the form of multiple choice. Before the writer gave listening test to the sample, the test was tried out in advanced. To know the reliability of the test, the writer used Pearson Product Moment formula.The result of this study showed that in general that the second year students of SMPN 12 Padang had moderate ability to listen narrative monologue text. It was proved that there were 10 students (31.25%) who had high ability, 20 students (62.50%) who had moderate ability, and 2 student (6.25%) who had low ability In details, to listen orientation of narrative monologue text, there were 9 students (28.12%) who had high ability, 19 students (59.37%) who had moderate ability, and 4 students (12.50%) who had low ability. The second, to listen complication of narrative monologue text, there were 8 students (25.00%) who had high ability, 20 students (62.50%) who had moderate ability, and 4 students (12.50%) who had low ability. The last, to listen resolution of narrative monologue text, 10 students (31.25%) got high ability, 21 students (65.62%) got moderate ability, and 1students (3.12%) got low ability. the writer suggests to students of SMPN 12 Padang in listening narrative monologue text. Therefore, they should do more practice in listening narrative monologue text. The teachers should give more exercises to the students listen to narrative monologue text. They can give enrichment and remedial teaching about listening *narrative monologue text* to the students.The last, to further writer, the writer suggests to the next writer to do further research on problem faced in listening narrative monologue text.

Key words: Ability, Narrative monologue text, Listening Comprehension.

Introduction

In Indonesia, English is a foreign language and it has been taught as one of the compulsory subjects from junior high school until university level. Many people in the world learn English. English as an international languageis regarded as a very important means of communication (Cambridge 2004).

Listening is one of the important skills in English besides speaking, reading and writing. In 2013 curriculum the students have to master listening skill.Generally, listening is the way to recognize and understand what people are saying, and not only to listen but also to understand the meaning of the materials. According to Howatt and Dakin (1974), listening is an ability to identify and understand what are said by the other. This process involves understanding of speaker's accent, pronunciation, grammar, vocabulary, and comprehension of meaning. A good listener is capable of doing these five things simultaneously, without having a good listening ability; the process of communication will not run well. For example, if students do not have good listening ability, there will be a problem to understand what teacher says, and it will raise miscommunication between teacher and students.Semi (2008) says that the ability to improve the student's comprehension is necessary for teaching and learning process. If they can comprehend the text, they will understand the text easily and know what the text tells about. the purpose of the research was to find out the second year students' listening ability to comprehend narrative monologue text.

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Based on the formulation of the problem above, there are three research questions to be answered as follows:

1. How was the second year students' ability to comprehend orientation in listening narrative monologue?
2. How was the second year students' ability to comprehend complication in narrative monologue?
3. How was the second year students' ability to comprehend resolution in listening narrative monologue?

Research Method

In this study, the writer used a descriptive research. According to Gay (1987: 189) descriptive research is a research that determines and describes the way things are in this research. It means that the writer did not do any manipulation or treatment to the subject being investigated. He only described facts about problems that have done in this research.

According to Gay (1987:102), the population is the group to which the writer would like to results of the study to be generalizable. The population of this research was the second year students of junior high school of SMP N 12 Padang. They are chosen as the population of the

research because they learned about a narrative monologue. The number of population was 250 students. They were distributed into eight classes ; VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7, VIII 8 The distribution of members of population was shown in the table 3.1:

Table 3.1: The distribution of members of population

No	Class	Number of students
1.	VIII 1	30
2.	VIII 2	32
3.	VIII 3	31
4.	VIII 4	30
5.	VIII 5	31
6.	VIII 6	32
7.	VIII 7	31
8.	VIII 8	32
Total		250

Source: *Office of the SMPN 12 Padang*

In this research, the writer used cluster random sampling technique. Cluster random sampling is sampling in which groups, not individuals, are randomly selected (Gay, 1987: 110), and all members of selected groups are similar.The writer used cluster random sampling because the population is grouped into some groups or classes. The members of population are distributed in

eight classes. The writer chose the sample group randomly because the members of classes are homogenous; they have the same syllabus,teaching material,time allocation,and teacher.

Listening test in the form of multiple choice tests was used in this research to collect the data. Brown (2010:295) states multiple choice is the common and popular task for the test-takers because it is easy to administer and score. It becomes the writer's reason why to use this form of the test. This test is aimed to find out how is the listening ability of the second year students of SMPN 12 Padang to comprehend English narrative monologue text. In this test, the students asked to listen to the audio of a narrative monologue text and answer the narrative monologue text on multiple choice tests. It was 28 items. They were 9 items for orientation, 16 for complication and 3 for resolution. The students gave direction before they did their test. It took 60 minutes to do the test. It is stated by Arikunto (2012:213), multiple choice test form can be finished about 1/2- 1 minute for every item. because it is estimated enough to do multiple choice test with 60 minutes.

A good test should be valid and reliable. A test is valid if it measures what is supposed to be measured (Gay,

1987:128). According to Arikunto (2012:80), one of the types of test validity is content validity. It means that this test is conducted based on curriculum and syllabus used at SMPN 12 Padang.

In this research, listening test in the form of multiple choice tests used as instrument to collect data. The writer assigned the sample or students to listen a narrative monologuetext based on the topics given in order to guide and help them to begin listening easily. They listenedtwo narrative monologue texts and the writer gave the students of the multiple choice test related with the narrative monologue text given to the students. Thus, they answered the questions based on the narrative monologue given, the instructions are; the students got a question's sheet paper from the writer, the writer turns on the audio of a narrative monologuetext.

To validate the test, the writer constructed it based on syllabus and teaching material, and discussed with English teacher of second year students at SMPN 12 Padang. To make clear, the specification of the test is given in Table 3.2

The specification of item discrimination for try out was show in Table 3.2 as follows:

Table 3.2

Table of Item Specification for Try Out

Aspects	Number of Item	Item Specification
Orientation	9	1,2,3,4,5,11,12,13,14
Complication	16	6,7,8,9,15,16,17,18,19,20,21,22,23,24,25,26
Resolution	3	10,27,28
Total	**28**	

The writer prepared twenty eight items in try out. All of them were multiple choice. To answer the question the students listened to the narrative monologue text carefully.

The writer did the try out test. It was used to make sure the students understand about the instructions of the test given and to determine the affectivity of time during the students do the test. It was also conducted to find out item difficulties and item discrimination to select good items test item of the real test.

Gay (1987: 135) states that reliability is the degree to which a test consistently measures whatever it is measured. To

measure the reliability of the test, the writer used split half method. Writer calculated the coefficient correlationand it was measured by using Pearson Product Moment Formula (Arikunto, 2012: 87) as follows:

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

r_{xy}= the coefficient of correlation of variable x and y

n= the number of the students who followed the test

x= the sum of first ten items' score

y= the sum of last ten items' score

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

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

r_{11} = the reliability coefficient for total test

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

The degree of cofficient of correlation of the test based on Arikunto's idea is as the following (2012:319):

81 – 1.00   = very high correlation

61 – .80   = high correlation

41 – .60   = moderate correlation

21 – .40   = low correlation

00 – .20   = very low correlation

According to Gay (1987), high correlation index (.61-.80) indicates that the test is reliable, and the result of data analysis showed the reliability coefficient of the test was .80, and it was categorized into very high correlation. According to Arikunto (2009:75), a good test is a test that has coefficient correlation between .80 – 1.00. It means that this test was reliable and could be used as instrument of this research.

Item Difficulty Analysis

A good test item is a testitemwhichis nottoeasyanddifficult. A test which is too easy for student cannot make them motivate to find the answer. Otherwise, a test which is too difficult can make the students desperated. To do item difficulty analysis, the writer used the following formula (Arikunto, 2009: 208) :

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

Where:

P : Item difficulty

B : Sum of students who answer correctly

JS : Sum of students who follow the test.

The result of difficulty index is classified into the followings (Arikunto, 2009: 210):

P : .00 – .30 = difficult

P : .31– .70 = moderate

P : .71 – 1.00 = easy

Arikunto (2009: 210) states that a good item of test is an item that has difficulty index between .30 - .70. The writer used difficulty index between .20 - .80.

Item Discrimination Analysis

Item discrimination is a test that can differentiate smart students (high group) and poor students (low group). A test item that can or cannot be answered correctly by both smart and poor students is considered as a bad item because it does not have item discrimination. To do this analysis, the writer divides the students into two groups (high and low group). According to Arikunto(2009 : 211), students who get score half above will be classified as high group and the students who get score half bellow will be classified as lower group. To analyze item discrimination, the writer used the following formula (Arikunto, 2009: 213):

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

Where:

D = item discrimination

BA = sum of students in the high group who answered the item correctly

BB = sum of students in the low group who answered the item correctly

JA = sum of students in the high group

JB = sum of students in the low group

The classification of item discrimination is as follows :(Arikunto, 2009: 218):

D : .00 – .20 = poor

D : .21 – .40 = satistifactory

D : .41 – .70 = good

D : .71 – 1.00 = excellent

Arikunto (2009 : 218) states that a good item of test is an item that has discrimination index between .40 – .70. The writertook the test item that has .41 – 1.00.

Table of Item Specification for Real Test

Aspects	Number of Item	Item Specification
Orientation	9	1,2,3,5,11,12,13,14,15

Complication	12	6,7,8,9,15,16,17,18,19,20,21,22
Resolution	3	10,23,24
Total	**24**	

Findings

There were three sub topics deal with the finding. They were as follows : students' ability to comprehend orientation in listening narrative monologue text,students's ability to comprehend complication in listening narrative monologue text and students' ability to comprehend resolution in listening narrative monologue text. Based on the data gathered, the writer drew the findings as follows:

Students' Ability in Listening Narrative Monologue Text

To measure the students' ability in listening narrative monologue text, the writer counted the students' scores. The writer found that the lowest score was 12 and the highest score was 24. After calculating the mean and standar deviation, then he got 18.31 for mean and 3.40 for standard deviation (see Appendix 10). The students' ability was categorized as high if their scores were higher than 23.66, it was categorized as moderate if their scores

were between 16.62 until 23.66, and it was categorized as low if their scores were lower than 16.62.

Table 4.2
The Classification of Students'
Ability in Listening Narrative
Monologue Text

No	Classifications	Frequency	Percentage (%)
1	High	10	31.2 %
2	Moderate	20	62.5 %
3	Low	2	6.2 %
	Total	32	100 %

Table 4.2 indicates that the students' ability in listening narrative monologue text was moderate. It was indicated by percentage of students' ability in moderate category 62.5%.

Students' Abilityin Listening Orientation of a Narrative Monologue Text

To measure the students' abilityin listening orientation of a narrative monologue text, the writer counted the studentsscores. She found that the lowest score was 5 and the highest score was 9, then the writer calculated the score and she got 7.25 for mean and 1.41 for standard deviation (see Appendix 12). The students' ability was categorized as high if their scores were higher than 9.03, it was categorized as moderate if their scores were between 5.95 until 9.03, and it was

categorized as low if their scores were lower than 5.95.

Table 4.3
The Classification of Students' Ability in Listening Orientation of a Narrative Monologue Text

N o	Classificatio ns	Frequen cy	Percenta ge (%)
1	High	9	28.1 %
2	Moderate	19	59.3 %
3	Low	4	12.5 %
	Total	3 2	100 %

Table 4.3 indicates that the students' ability in listeningorientation of a narrative monologue text was moderate. It was indicated by percentage of students' ability in moderate category 59.3

Students' Ability in Listening Complication of a Narrative Monologue Text

To measure the students' ability in listeningcomplication of a narrative monologue text, the writer counted the students'scores. She found that the lowest score was 7 and the highest score was 12, then the writer calculated the score and she got 9.28 for mean and 1.53 for standard deviation (see Appendix 14). The students' ability was categorized as high if their scores were higher than 8.26, it was categorized as moderate if their scores were between 4.12 until 8.26, and it was

categorized as low if their scores were lower than 4.12.

Table 4.4
The Classification of Students' Ability in Listening Complication of a Narrative Monologue Text

N o	Classificatio ns	Frequen cy	Percenta ge (%)
1	High	8	25.0 %
2	Moderate	20	62.5 %
3	Low	4	12.5 %
	Total	32	100%

Table 4.4 indicates that the students' ability in listening complication of a narrative monologue text was moderate. It was indicated by percentage of students' ability in moderate category 62.5 %.

Students' Ability in Listening Resolution of a Narrative Monologue Text

To measure the students' ability in listeningresolution of a narrative monologue text, the writer counted the students'scores. She found that the lowest score was 0 and the highest score was 3, then the writer calculated the score and she got 1.78 for mean and 0.78 for standard deviation. The students' ability was categorized as high if their scores were higher than 7.59, it was categorized as moderate if their scores were between 5.33 until 7.59, and it was categorized as low if

their scores were lower than 5.33. The writer calculated the percentage of students into three groups (see table 4.4).

Table 4.5

The Classification of Students' Ability in Listening Resolution of a Narrative Monologue Text

No	Classifications	Frequency	Percentage (%)
1	High	10	31.2 %
2	Moderate	21	65.6 %
3	Low	1	3.1%
	Total	32	100%

Table 4.5 indicates that the students' ability in listeningresolution of a narrative monologue text wasmoderate. It was indicated by percentage of students' ability in moderate category 65.6%.

The Table of Finding

No	Aspects	Students' Ability in Percentage (IPA)		
		High	Moderate	Low
1	In listening a narrative monologue text	31.2 %	62.5 %	6.2 %
2	In listeningorientation	28.1 %	59.3 %	12.5 %
3	In listening complication	25.0 %	62.5 %	12.5 %
4	In listening resolution	31.2 %	65.6 %	3.1 %

Discussion

In general, the data indicated that the students ability in listening a narrative monologue text included orientation, complication, and resolution was moderate.

Students' Ability in Listening Narrative Monologue Text

The purpose of this section is to describe the third year students' ability in listening narrative monologue text. Based on the result of the listening test, the second year students' ability in narrative at SMPN 12 Padang had moderate ability. As previously discussed, According to Kaswanti and Rogers (2005:26-27) and Figg (2002:1-2), narrative text has three structures Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

The result of listening test has shown that students might not have a good listening skill and they don't have confidence and the do not understand to build up their skills It is supported by Underwood (1997: 35) argues that there are four main objectives in listening, they are exposing students to a range of

listening experiences, making listening purposeful for the students, helping students understand what listening entails and how they might approach it and building up student's confidence in their own listening ability.

Rost (1994:141) stated that listening plays an important role in second language instruction for several reasons one of them is listening exercises provide teachers with a means for drawing learners' attattention to new forms (vocabulary, grammar, interaction patterns) in the language.

Students' Ability in Listening Orientation of Narrative Monologue Text

The purpose of this section is to describe the third year students' ability in listening orientation of narrative monologue text. Based on the result of the listening test, the second year students' ability in listening orientation of narrative monologue text at SMPN 12 Padang had moderate ability. As previously discussed, according to Kaswanti and Rogers (2005:26-27) and Figg (2002:1-2), narrative text has three structures. The first generic structure is orientation.

Students' Ability in ListeningComplication of a Narrative Monologue Text

The next finding in this study was the students' ability in listening complication of narrative monologue text. The purpose is to describe the second year students' ability in listening complication of narrative monologue text. Based on the result of the listening test, the second year students' ability in listening complication of narrative monologue text at SMPN 12 Padang had moderate ability. As previously discussed, the students have problem in listening complication of narrative monologue text because they did not have good skill in discrimnation sounds it is related with Finocchiaro Mary &Sako Sidney (1983:124) stated that the level of proficiency in listening comprehension depend upon several components one of them is ability to discrimination sounds.

The result of writing sentence test has shown that students might not listen the complication well because they neclected this step of narrative monologue text. It is supportedRichard (2008:3) say that listening is a important step in understanding a spoken text or the people has not good in communication way if he/she neglected listening ways.

Students' Ability in Listening Resolution of Narrative Monologue Text

The purpose of this section is to describe the second year students' ability

in listening resolution of narrative monologue text. Based on the result of the listening test, the second year students' ability in listening resolution of narrative monologue text at SMPN 12 Padang had moderate ability.It means that most of the students still did not comprehend listening resolution of narrative monologue text well.According to Kaswanti and Rogers (2005:26-27) and Figg (2002:1-2), narrative text has three structures. The third generic structure is resolution.

Conclusions

Based on the result of the data Based on the findings of this research that was already discussed in the previous chapter, the writer drew the several conclusions. Firstly, In general, the ability of the second year students at SMPN 12 Padang in listening narrative monologue text was moderate.

An analysis, the writer made a conclusion of the second year students' ability in listening narrative monologue text was moderate. The second year students at SMPN 12 Padang had difficulties in listening narrative monologue text. It means that some of the second year students have understood in listening narrative monologue text, and some others have not understood in listening narrative monologue text. They did not cover in listening narrative

monologue text. Theycannot listen the narrative monologue text carefuly and still difficult in understanding the narrative monologue text. It is related to teaching strategies. Teaching strategies have a significant relationship with students' learning achievement. So, it is very influential on students' ability.

The writer used descriptive research design. It describes the students' ability in listening narrative monologue text. There are some finding studies of this research:

1. The students' ability in listening narrative monologue text was moderate. Almost all students did not listen the narrative monologue text well.

2. The students' ability in listening orientation was moderate. The students did not understand how to listen the orientation in a narrative monologue text well.

3. The students' ability in listening complication of narrative monologue text was moderate. They cannot listen the complication of narrative monologue text well and did not understand what are the text means.

4. The students' ability in listening resolution of narrative monologue text was moderate. Almost some of students did not understand how to listen the resolution and did not

understand the resolution in the narrative monologue text.

Suggestions

Dealing with conclusions, the writer suggested some suggestions for the future action:

1. Since the result of this study showed that students' ability in listening narrative monologue text was moderate, it is suggested to the teacher to enrich the students' exercise in lstening narrative monologue text to improve students' ability in listening narrative monologue text.

2. For students, since the students' ability in listening narrative monologue text was moderate, they are expected to understand narrative monologue text and they should listen narrative monologue text carefuly and understand it.

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