

**A DESCRIPTIVE STUDY OF THE STUDENTS' LISTENING
ABILITY OF MTSN SRONO JUNIOR HIGH SCHOOL
IN BANYWANGI IN THE ACADEMIC YEAR 2014/2015
CITRA HASTIAN ROMADHONA
MUHAMMADIYAH UNIVERSITY JEMBER**

ABSTRACT

Citra Hastian R, 2015, *A Descriptive Study of The Students' Listening Ability of Mtsn Srono junior High School in Banyuwangi in the Academic Year 2014/2015*. Thesis. The English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.

Advisors: (1) Henry Fathurrohman SS. M hum . (2) Ninuk Indrayani MPd .

Key words: Listening Ability, Descriptive Study .

The most important function of language is as a means of communication. In educational context in Indonesia, English has function as a means of communication to access information, and in daily context, English is used to keep the interpersonal relationship, changing information and to enjoy the language esthetic in English culture (Depdiknas, 2003:14). In 2004 curriculum for junior high school, the students are expected to be able to reflect on their own and other people experiences, express their ideas and understand kind of sense nuance.

In this study, the problem is "to what extent do the first grade year students of MTSN Srono in Banyuwangi in the academic year 2014/2015 Listening to understand". The purpose of this study is to describe the first grade year students' ability in Listening conversation and text . The assumption of this study is the first grade year students at MTSN Srono in Banyuwangi in the academic year 2014/2015 are able to understand about material Listening to understand .

The design of the research is descriptive quantitative. The sample of this study is a language program class that consists of 40 students. To get the sample the researcher uses purposive sample. To obtain the data, the researcher uses test. The data is analyzed by using percentage formula.

The result of data analysis shows that the percentage students' Listening in the aspect of pronounzation vocabulary is fair category, in the aspect of mechanic have poor category, in the aspect of organization is poor category and in the aspect of vocabulary is poor category. Furthermore, the students' percentage in Listening Ability text and conversation is in a poor category. It means that the second year students of Mtsn Srono in Banyuwangi in the academic year 2014/2015 are able to write Listening to Understand text but they still need more practicing.

1.1 Background of the Research

Listening is the most fundamental language skill and plays an important role in our daily communication. Howatt and Dakin (1974) defined listening as the ability to identify and understand what others are saying, and involved understanding a speaker's accent or pronunciation, grammar and vocabulary, and grasping his meaning.

Language learning is important for human's social development. As a language which is used by more than a half of the population in the world, English holds the key as an international language. It is basically a means of both oral and written communication. People use language to express their ideas and wishes to others' people such as when they need others

help so that close relations among members of the group can be carried out (Ramelan, 1993: 8). Ramelan further states that "*the use of language enables members of a social group to cooperate with one another for their own benefit*".

English as a formal subject is given to junior high school (SMP/Tsanawiyah) level, which the goals are translated as follows: "The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for junior

high School (SMP) students” (Balitbang Depdiknas, 2002:42).

The fact shows that the result of teaching learning English is still Low. Somantri said (2003) that there can be a wonder about the condition Of the student’s English ability. The students face some difficulties in Learning English because learning English as a second language is Something new for them, and it is different from learning their native Language. Some of the students think that English is difficult and some Of Them are curious and like to learn English. The way in encouraging Student to become accustomed to learn English is by giving them Listening Material occasionally, in order to make children familiar with The language by Listening its words and sentences.

These failures are influenced by many factors. According to Zamroni in Somantri (2003), it happens because of

the education system at School just transfer he dead knowledge where the knowledge is separated From the application. Teachers teach materials that will be tested. The goal Is that the students get good score in the final test. While Ali in Ant-O2 (2005) according that the low of the students quality in learning English Happens because the students are used to memorizing and doing multiple choice assignment. Both of arguments above show that the process of teaching and learning English is not so support the improvement of life Skills. Students can get good score in the final test and they can memorize The theory well but they cannot use English in real communication.

Based on the background, researcher interested in studying the student’s learning mastery in the classes which use descriptive assessment. Considering That in learning language listening is the skill

that students acquire first, I will focus on gaining listening mastery for students by using descriptive method. Descriptive is one of the suitable way to measure the students' Listening mastery. I Assume that Describe is close related to listening Activity and the further Application and it can be used as a testing device as well.

3.4 Developing Instruments

Instruments is tools used a research which is performed in Particular methode (Arikunto ,2006 :26) instruments as tool to collect Data is to must be make to get the real data without manipulation . It uses the test as the research instruments to collect the data in this Research.

In developing the instruments , it should analyze the test

Using some procedure includes validity of the test , reliability of The test , difficulty level of the test and the discriminating power Of the test . the purpose of analyzing is to know wheather test Items is acceptable or not as the reserach instrument.

3.5 Validity

A test is called if can measure what should be Measure (Arikunto ,1986:136). the validity of instruments result is Only predicate. The predication will be nearly the reality if it Suported by evidence . the are same as the reality if it suported. By evidence. The are theoretical and empirical validity according The expert . the theoretical validity evidence comes from test. The theoretical validity evidence consist of constract validity Evidence consist of concurent validity and predicative validity Evidence . (Latief ; in

Slagiyanto 2002) in this research. Researcher used emperical validity .

3.6 Difficulty Level

The difficulty level is uses in this research to examine How easy or difficulty level the test item being used . to Analyze the difficulty level of test item , formula is as follow :

$$DL = \frac{U + L}{T}$$

DL : the difficulty level index

U : The total number of the students in upper group who giving correct answer for every test items.

L : The total number of the students in lower group who giving correct answer for every test items.

T : The total number of upper and lower group.

(Purwanto, 2010:119)

If the test items' score of difficulty level $(DL) \leq 0,10$ it means that the tests items are too difficult. If the test items' score of the difficulty level $(DL) \geq 0,90$ it means that the test items are too easy. So the test items are called good if the difficulty level > 0.01 and < 0.90

Purwanto (2010:124)

3.6.1 Discriminating Power of the Test Items

According to Purwanto(2010:120), the discriminating power of the test items is how that test can differentiate between students in upper group and lower group. To know the discriminating power of the test items, divided the students into two group. The upper and lower group. The formula which is use:

$$DP = \frac{U - L}{\frac{1}{2}T}$$

Notes:

DP : Discriminating power

U : The total number of the students in upper group who giving correct answer for every test items.

L : The total number of the students in lower group who giving correct Answer for every test items

T : The total number of upper and lower group .

(Purwanto, 2002:154)

Based on Purwanto (2010 : 124) if the score of discriminating power (DP) zero (0) Or minus the test item must be omitted or revised because it cannot different the upper students and the lower students

3.6.2 Reliability of Listening Ability

Test

According to Arikunto (2006:178), reliability determines carefulness of evaluation instrument and the importance of reliability is consistence, how far the test or instrument can be truth. The importance of

reliability is consistence, how far the test or instrument can be relied. Then to know the test items are reliable or not, the researcher uses product moment formula as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Notes:

r_{xy} : Correlation coefficient of reliability

$\sum X$:The total score of the students ‘ right answer of odd

$\sum Y$:The total score of the students ‘ right answer of even n

$\sum XY$: The total score of the student’s right answer of odd and even number

Step it uses Speraman Brown Formula :

Notes:

r_{11} : reliability instrument

$r^{1/2}^{1/2}$:correlation from split half method

Category of reliability by value:

Range	Interpretation
0,00-0,20	Very low
0,21-0,40	Low
0,41-0,60	Medium

0,61-0,80	High
0,81-1,0	Very high

The data of this study were analyzed by using quantitative approaches. According to Kyta Darhohomei (cited in www.answerlog.com 2010 : 1), the quantitative approach means evaluating numerical, measurable information in quantitative measurement, research or analysis contain hard, such as number values, statistic, fact, figs. The quantitative approach was used to analyze the score of the data. According to Creswell (cited in www.penelitian.studi.kasus.blog.com .2003 :18), the Quantitative approach is the one in which the inquirer often makes knowledge claims based primarily on construction perspective (i.e. the multiple meanings of individual experiences socially and historically constructed, with an intent of developing theory or pattern). The quantitative approach was used to describe the characteristic of the data.

3.7 Population and Sample

3.7.1 Population

According to Arikunto (2002: 102) a population is the entire subject in a research. The population in this study was the grade VII students of Madrasah Tsanawiyah Negeri Srono, Banyuwangi. The total numbers of the grade VII students of Madrasah Tsanawiyah Negeri Srono, Banyuwangi were 323 students. Grade VII consists of seven classes. There are class of VII A until VII G. Each class consists of 41 students.

Sources of the data in this research are:

- 1) TU (*Tata Usaha*) of MTSN Srono Banyuwangi, to get the data about numbers of the students of VII grade at MTSN Srono Banyuwangi in 2011/2012 academic years.
- 2) English teacher of VII grade at MTSN Srono Banyuwangi, to get document of the English daily test (formative

test) score at first semester in 2011/2012 academic years. Formative test was teacher made test.

- 3) English teacher of VII grade at MTSN Srono Banyuwangi, to get document of the final test (summative test) score at first semester in 2011/2012 academic years. Final test was teacher made test.
- 4) Observation of VII grade at MTSN Srono Banyuwangi, to know how teaching and learning process held, to find the differences of assessment process at classes.

3.7.2 Sample

Having determined the population, the researcher selected a sample, which is a very important step in conducting a research. A good sample is one that is representative of the population from which it was selected. Therefore, the representatives of a sample determine the validity of the generalization of the results.

Arikunto (2002: 104) states that sample is a part of population or the representation of population being assessed. In determining the size of sample, Arikunto (2002: 120) says that the population is 100 respondents or less, it is better to take the whole population as the sample. If the population is more than 100 respondents, the researcher can take 10-15%, or 20-25%, or more than 25% of the population based on the capability of the researcher. Since the number of the subjects in my research was more than 100, I took 25% of the population as samples that was 81 students of the grade VII students of Madrasah Tsanawiyah Negeri Srono, Banyuwangi.

3.8 Instruments

To know test is good or bad some analyzes are done that is by social and historical constructed , with an intend of developing theory or patern . the quantitative

approach was used to describe the characteristic of the data.

3.9 Method and Technique of Analyzing

Data

The data of this study were analyzed using qualitative and quantitative methods. The qualitative method was used to describe the characteristics of the data, while the quantitative method was used to analyze the scores of the data. After all of the data were collected, the data were analyzed by following steps: first, the main data obtained from the interview and observation were identified and analyzed. Second, the researcher evaluated the results of the test made by the students in using simple present tense and score was given. Third, the researcher found out the students' level of mastery. The last, the researcher found out the students' mean score. The mean score showed the level of improvement achieved by the students after following teaching and learning process through the implementation

of descriptive method. The formula can be seen as follows:

1. The score of each student

$$X = \frac{N}{n} \times 100$$

Notes:

X = the score of each student

N = the number of correct answer

n = the number of the items

In this study, the level of mastery was determined by using the minimum competency proposed by Agung (1988: 70); in this type of evaluation, the level of mastery was determined by using minimum competency, which was considered the passing score from the all materials that should be acquired, that is, ≥ 7.0 or $\geq 70\%$ and fell into sufficient category. Thus, the criteria about level of the students' ability based on PAP (*Penilaian Acuan Patokan*) can be seen in the following table:

Table 1.1. The criteria of the students' level of listening mastery

SCORE (%)	LEVEL OF MASTERY
90 - 100	Very Good
80 - 89	Good
65 - 79	Sufficient
55 - 64	Insufficient
Less than 55	Poor

Those criteria above mean:

Very Good = the achievement of the students who were able to answer the test items between 90 to 100.

Good = the achievement of the students who were able to answer the test items between 80 to 89.

Sufficient = the achievement of the students who were able to answer the test items between 65 to 79.

Insufficient = the achievement of the students who were able to answer the test items between 55 to 64.

Poor = the achievement of the students who were able to answer the test items between 0 to 55.

2. The students' level of mastery

$$L = \frac{\text{The total items answer} \times 100\%}{\text{Maximum score}}$$

Note : L = the students' level of mastery

The mean score of the whole students

The formula is:

$$X = \frac{\sum X}{N}$$

(Masidjo, 1995: 123)

Notes :

X = the students' mean score

X = the sum of the score of all students

N = the number of students/subjects

The mean score showed the improvement acquired by the students. If the mean score or the percentage items answered correctly was ≥ 7.0 or $\geq 70\%$, the cycle would be stopped. It is stated by Agung (1988) that the study would be stopped and considered

successful if the classical mean score of the students was or more than 7.0 or 70%.

For the qualitative data, it was obtained from the result of the questionnaires. The questionnaires were measured form of percentage by using the following formula:

$$\% = \frac{\text{Number of subjects choosing an item}}{\text{Number of the subjects}} \times 100\%$$

4.1 The Description of the Data

In this research the data was , take from the students' Listening comprehension test. This research used percentage formula to know students' Listening

Based on the data analysis the result can be see in the Appendix. Where then are only

Four students reached standard minimum criteria of Listening Comprehension..

The shown table s

Comprehension. The step data collection were as follow of beginning of the research the writer conducted a try out of the test to find out the Difficulty Level, Discriminating of Power of item validity and the Reliability of the test item . the result of one variable are calculated by percentage formula a know students' Listening Comprehension .

$$E = \frac{N}{n} \times 100\%$$

E= The percentage of the students active involvement.

n= The number of active participants.

N= The total number of the students

Students Name	True	Percent(%)	false	Percent(%)
1.Dita Deny Saputri	20	70	7	30%
2. Andi Pranata	20	70	6	30%
3.Elok Nur indah sari	20	70	6	30%
4 Chikita Mayla wahyu i	20	68	5,8	40%
5. Indaha jannatul Mawa	19	60	5	50%

By the result analysis the students Listening Comprehension was only 50%-60% it means That ,The students Listening Comprehension was low in the following step the writer presents a presentation of

data analysis to clarify variable researcher in this research the writer used quantitative data. The data in the form of number where it was calculated quantitatively. The data here were taken from the score of the students test. In Analyzing the data the writer used percentage formula in Comprehension of Listening to know how students", Comprehension in Listening.

4.2 Research Analysis Test

Understanding Word	60
Understanding Sentence	51
understanding Paragraph	60

Based on the table above the higher score of the students right answer is noun where the

For the reason, the researcher investigated the cause of this matter. The result of the investigation showed that the students didn't understand about Listening Ability test to the cassette strategy, have low skill in Listening and vocabulary because of that they tend to make mistakes in trying to

Percentage score of Comprehending word 60 second range was Comprehending paragraph where 60 and the lowest one was Comprehending sentence 51

Variable test

Variable	lower	higher	mean
Listening Ability	7	28	20

5.1 Discussion The Of The Research .

This Discussion will explain the result of the problem , that is , how is the students Listening Comprehension of second year students Of Mtsn Srono in the Academic year 2013/2014.

comprehend a text using Descriptive text conversation . In teaching learning process, the students used to be passive participant. Some students who were sitting in the back talked by themselves and it made the class not conducive. It was caused by the students still confused when the teacher applied

Listening Ability test to the cassette strategy in the class

Having taken the problems the students of grade V11 of Mtsn Srono, How are Listening Ability test ?good enough , students listening ability in Mtsn Srono in class V11 as language teaching has moved toward comprehension based approaches. Listening to learn has become increasing important in the English as a second language (ESL) classroom (Van Duzer,1997) and is seen , as a score component of many language programs (Richard 2005) the central role of listening in dicipline has generated a lot of research into processs involved in second language listening and comprehension (field 1998:2004) considerable attention has also been given to the development of technique and tools to encouragethe development of skills in this area (Wilson ,2003Hulstjin,2003). into consideration, the researcher did some modifications to the

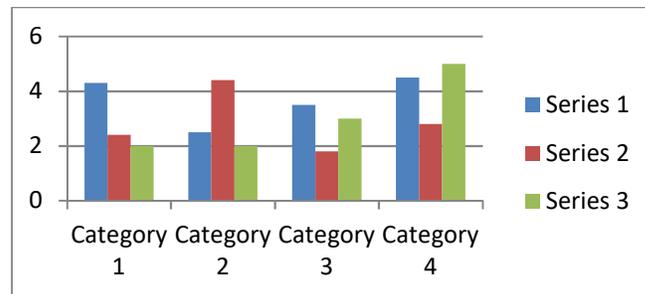
way of teaching Listening comprehension by using Listening test to the cassette to the students. The researcher asked the students to make group to make them become more confident and brave in asking question or in doing the exercises given by the researcher and also the researcher, and then the researcher using popular conversation diary activity, using simple conversation text, give more text to listen in their home to make the students understand the meaning of the text and to give reward to the students who were active in the class, were some of ways to enhance the motivation and participation of the students in teaching listening processes..

But mostly the improvement was caused of the students who have become accustomed to use Listening test to the cassette strategy in teaching and learning process from Listening the text, making their own questions related to the text based on Listening text, and then answering the

questions given by underlining the important information while Listening the text. It made the students easier to integrate the information and the ideas presented in the descriptive text.

By that, the students' Listening comprehension in the second meeting is much better than in the first meeting. The conclusion by Suprijono (2010:103) one of the strategies can be developed in order to Listen effectively is a Listening test strategy and Gie (in Trianto, 2009:151) through Listening Ability test strategies can facilitate students to understand the concept of listening It means that listening Ability test strategy can be applied in the teaching Listening by using descriptive text conversation, students can improve their listening comprehension, including the word, sentence and meaning.

Chart



The chart above that students' can be answer right in understanding word is 40 item for high score 70 from 39 students can be item understanding paragraphscore 50 by students that last indicator is understanding sentence answer 60

CHAPTER VI CONCLUSION

6.1 CONCLUSION

As the chapter already discussed before that the students ' Listening Comprehension was still Low where the presentage score from 39 students High score 70 beside the result of the data analysis was found that score understanding word 60 and score of understanding sentence was 60 finally The last one wa s understanding paragraph where the score was 51 all the All the result score was medium categories . the students' should realize the Important of Listening Comprehension and factors that

can increase their in Listening Comprehension .

6.2 RECOMMENDATION

Based on the fact of the students ' score of Listening test where in Medium categories the writer gives suggestion to the English teacher , the Students ' and next researcher .

6.2.1 The English Teacher to Students'

The English teacher should encourage students to improve their Ability Listening Comprehension . in case , the English teacher should know

Systematically to increase the students ' progress in the Listening Comprehension especially in Understanding paragraph conversation . because Students ' still found difficult in determining the main idea of the paragraph conversation .

6.2.2 The English Other Reseacher

The next resacher should find the more problem out come that faced By an input for their studies to find anohter input for English teacher to Increase Ability comprehension of Listening Ability .

REFERENCES

- Arikunto, S. 2006. *Prosedur Penelitian suatu Pendekatan Praktik*. (edisi V1). Jakarta : PT .Rineka Cipta
- Creswell (Cited in *www Penelitian studi kasus blog spot . com* 2003 :18).
- Depdikbud, 2006 *KTSP Mata Pelajaran Bahasa Inggris SMP Dan Mts*
Jakarta: Depdikbud
- Harmer, Jeremy . 2007 . *The Practice The English Language* .
England Perason : Educational Limited .
- Hughes, Arthur .1996 . *Testing for Language Teacher* .
London : Cambrige University Press.
- Kyta, Drahomei (*Cited in www. Answer log . com* .2010 : 10)
- Morley ,J . 1991 . *Listening Comprehension in second / foreign Language*
Instruction Celcee Muria .
- Mc Milan, J. 1992. *Educational Research Fundamental For The Consumer* .
New York : Harper Colin Pabliser .
- Mcveigh, J . 1994. *Teaching Listening Comprehension*.principles Actives
And Resources ([http://itslj](http://itslj.org) . org).
- Purwanto, Ngalm . 2010. *Prinsip – Prinsip Dan Teknik Evaluasi Pengajaran* .
Bandung : PT . Remaja Rosdakarya .
- Richard , J. C. (1983) *Listening :Comprehension Approach , Design ,
And procedure*. TOESL Quartely .
- Suryabrata, Sumardi . 2010. *Metode Penelitian* (Edisi 1-21)
Jakarta : Rajawali Press .