# A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU IN LISTENING TO CONVERSATIONS

Riski Mardhatilah, Marzuki, Eliwarti
riskimardhatillahfitri@gmail.com; marzuki.england@yahoo.com; eliwarieliwarti@yahoo.com
CP 082171392663

*English Language Study*
*Language And Arts Department*
*Faculty of Teacher Training and Education*
*Universitas Riau*

**Abstract:** *This study aims at finding the ability of the second year students of English Study Program FKIP Univeritas Riau in listening to conversations. The writer used Cluster Random Sampling technique to choose the sample. There are three classes for population of this research consists of 90 students there are class A, B and C, class B was chosen as the sample consisted of 30 students. The instrument of this research was in the form of multiple choices test which consisted of tryout and sample. The test was listening test. The test had four scripts and each script had five questions based on listening question comprehension components, so there were 20 questions for the script. The writer used SPSS 16.0 Program to analyze the data. Based on the results, there are two students in the excellent level (6,7%), and eleven of the students (36, 7%) were at good level, 33,3% were at mediocre level, and 23, 3% was at poor level. So, from the result of the calculation, the majority of student's ability in listening comprehension on conversation was at good level. The data also indicated that the highest score obtained by students was 85 while the lowest score was 30, and for each classification of question, the mean score of the students' ability for finding main idea was 65,33 finding detail was 42,00, identifying inference was 66,00 and identifying restatement was 52,00. It means that identifying detail was the students' lowest score and finding main idea was the students' highest score of the second year students especially students from class B of English study program FKIP-UR in listening comprehension on conversations.*

**Key Words:** *Ability,Conversation, Listening Comprehension*

# STUDI PEMBELAJARAN KEMAMPUAN MAHASISWA TAHUN KE- 2 FKIP BAHASA INGGRIS UNIVERSITAS RIAU DALAM PEMAHAMAN MENDENGARKAN TERHADAP PERCAKAPAN

Riski Mardhatilah, Marzuki, Eliwarti
riskimardhatillahfitri@gmail.com; marzuki.england@yahoo.com; eliwarieliwarti@yahoo.com
CP 082171392663


Program Studi Bahasa Inggris
Departemen Bahasa dan Seni
Fakultas Kegurun dan Ilmu Pendidikan
Universitas Riau

**Abstract:** Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa tahun ke- 2 FKIP Bahasa Inggris Universitas Riau dalam pemahaman mendengarkan terhadap percakapan. Penulis menggunakan teknik *Cluster Random Sampling* untuk memilih sampel. Ada 3 kelas yang menjadi populasi pada penelitian ini yang berjumlah 90 mahasiswa terdiri dari kelas A, B dan C. Kelas B terpilih sebagai sampel yang terdiri dari 30 siswa. Instrumen dari penelitian ini adalah test pilihan ganda terdiri dari *tryout* dan *sample.*Tes ini adalah tes mendengarkan. Tes ini terdiri dari empat skript, setiap skript memiliki 5 pertanyaan berdasarkan komponen pemahaman mendengarkan sehingga ada 20 pertanyaan pada skript. Penulis menggunakan program SPSS 16.0 untuk menganalisis data. Berdasarkan hasil penelitian, ada 2 mahasiswa pada level excellent (6.7%) dan 11 mahasiswa (36.7%) pada good level, 10 mahasiswa (33.3%) pada level mediocre, dan 7 mahasiswa (23.3%) pada poor level. Berdasarkan hasil dari penelitian sebagian besar kemampuan mahasiswa dalam pemahaman mendengarkan terhadap percakapan berada pada good level. Data juga menunjukkan bahwa nilai tertinggi yang diperoleh oleh mahasiswa adalah 85 sementara itu nilai terendah adalah 30 dan untuk setiap klasifikasi pertanyaan, nilai rata-rata kemampuan mahasiswa untuk menemukan gagasan utama adalah 65.33, dalam menemukan informasi rinci nilai rata-rata adalah 42.00, dalam mengidentifikasi inferensi nilai rata-ratanya adalah 66.00 dan dalam mengidentifikasi uraian baru nilai rata-ratanya adalah 52.00. Ini berarti bahwa menemukan informasi rinci merupakan nilai terendah dan menemuan gagasan utama merupakan nilai tertinggi mahasiswa tahun ke-2 pendidikan bahasa Inggris FKIP UR dalam pemahaman mendengarkan terhadap percakapan.

**Kata Kunci:** Kemampuan, percakapan,pemahaman mendengarkan

**INTRODUCTION**

The listening comprehension process involves two steps. The first encompasses receiving, memorizing, and repeating the sounds whereas the second, comprehension, entails the ability to explain the content of the message to which the listener is exposed (Zhang, 2001). Demanding in nature, this process requires engagement in a variety of complicated tasks that range between discriminating sounds and full understanding of the speaker's message. It requires that listeners invest an array of mental processes typically referred to as listening comprehension strategies viewed as learner actions that make language learning more effective and enjoyable (Cookson, 2010 and Oxford, 2002).

The focus of this study is on the ability of the second year students of English Study Program FKIP Riau University in listening to conversations. Teaching short audio conversations in the classroom would actually help the students to be motivated enough in learning English and it makes them more active and interested to use English as a mean of communication. Whenever the students listen to a short conversation they have to focus their attention and concentrate on the subject. Concentration will help them to learn and even memorize some words and sentence.

Conversation is commonly used as media in the classroom to apply listening. It is designed to give the students better listening. Bates in Sari (2008) states that there are three types of conversation; namely: one – way conversation, two – way conversation, and short or longer conversation.

The reason for choosing conversation is because students of second semester English study program of FKIP-UR have already learned it and conversation is one of the syllabus topics that should master by the students.

Moreover, there are two levels of listening subjects at English Study Programme, there are Listening I, and Listening II (2 credits per each one). Based on the syllabus and curriculum of listening skills the students are expected to have good communication in English, increase their vocabulary, sound determination, and improve their listening comprehension skill.

The writer tested the students who had already learned Listening Comprehension 1 and II. In Listening Comprehension I, there were 36% students got A, 67,4% students who got B, `and only 6,6% students who got C. Then, in Listening Comprehension II, there were 57,78% students who got A, 33,3% students got B, 4,4% students who got C, and also 4,4% students who got D. In fact, these final scores of the students were gained from several components: attendances, task, mid-term test, and final test. Moreover, one lecturer said that the final score also included some other aspects such as attitude and participation of the students in class.

In order to know the description about the student's comprehension ability in listening, the writer had discussed with two of the lecturers of English Study Program of FKIP-UR. Through the discussion the writer realized that listening is one of the important skills that students should be mastered, because it can help the students improve their ability in other skills. Therefore the writer is interested to carry out a study entitled "A Study on the Ability of the Second Year Students of English Study Program FKIP Universitas Riau in Listening to Conversations".

**METHODOLOGY**

The research was conducted at English Study Program of FKIP UR. The data were collected from November 18th, 2016 up to December 2$^{nd}$, 2016.

In this study, the writer uses quantitative as data collection method since the data is a numerical form. According to Gay (1996), descriptive research involves collecting data in order to take hypothesis or to answer the questions, concerning the current states of the subject of the study.

The population of this research is the third semester students of English study program FKIP-UR. There are 3 classes that used in this study, they are class A,B and C. Each class consists of 30 students. The total number is 90 students.

The population was class A, class B and class C of the third semester students FKIP-UR. To choose the class to be sample and try out, the writer used lottery. Each class was given a piece of paper and chosen by the chairman. There were three pieces of paper, one of them wrote down the "sample" and other paper wrote "try out". For the chairman who took the written pieces of lottery, his class became either the sample or try out of this research. In this research, the sample was class B and the try out was class A. The instrument of a  test was listening test.

Before conducting the research, the writer tested the instrument's validity and reliability. According to Kirk and Miller (1986), validity is defined as the extent to which the instrument measures what it purported to measure. The validity test was for *tryout* group of respondents which were class 3 A. The results of the try out showed that there were five invalid questions out of 20 questions.

In this study, the writer used *Cronbach's Alpha test* assisted by SPSS (Stastitical Product and Service Solutions) 16.0 (Field, 2009). The test showed that the instrument was reliable because the value of Cronbach's Alpha was bigger than 0.6.

The data were collected by analyzing students' listening comprehension. Before writer distributed the test to the sample, the test was tried out to the sample which was the *tryout* group. The validity and reliability of the reading test had been obtained by using SPSS 16.0 Program.

According to Heaton (1975), the item test is rejected if the index of difficulty (FV) is below 0,30 (difficult) or over 0,70 (easy). The test is accepted if the degree of difficulty (FV) is between0,30-0,70.

The formula is presented below.

$$FV = \frac{R}{N}$$

Where:
FV = Facility Value
R   = the number of the correct answer
N   = the number of the students
To find out the reliability of the test, the writer used the following formula:

$$r_{ii} = \frac{N}{N-1}\left(1 - \frac{m(N-m)}{Nx^2}\right)$$

Where:

$r_{ii}$ = the reliability
$N$ = the number of the items in the test
$m$ = the mean score on the test for all the tests
$x^2$ = the standard deviation of all the test score

To obtain the Mean Scores of the respondents

$$\bar{x} = \frac{\sum fx}{N}$$

Where:

$\bar{x}$ = mean score
$\sum fx$ = total of the students' score
$N$ = the number of the students

To know the percentage of the classification of the students' ability

P = $\frac{\bar{x}}{N}$ x 100 %

Where:

P = Percentage of Students per group/level
X = the number of Frequency in one level
N = the number of Students
(*Hatch and Farhady, 1982*)

Tinambunan (1988) adds that the reliability of the test can be classified as follows:

0,00-0,20     = Low
0,21-0,40     = Sufficient
0,41-0,70     = High
0,71-1,70     = Very High

The classification of students' scores by Harris (1974) was used to score students' work and classify students' scores in comprehension ability in listening to conversations.

The data were analyzed by using SPSS 16.0. SPSS which is a Windows based program that can be used to perform data entry and analysis and to create tables and graphs (Field, 2009). The writer found the complete results in SPSS.

## RESEARCH FINDINGS

Before the writer continued her activity to administering a test to the students, the writer has revised the items in the instrument. The test was designed in order to know the students' ability in listening comprehension on conversation. Before the test was administered to the students, the writer found out the students' ability in listening comprehension on conversations by computing the data using formula from Harris. In short, the ability of students in listening comprehension to conversations can be classified as presented in the following table:

Table 1 The Level of Students' Ability in Listening Comprehension
on Conversation

| No | Test Score | Level of Ability | Frequency | Percentage |
|----|------------|------------------|-----------|------------|
| 1. | 81-100 | Excellent | 2 | 6.7 % |
| 2. | 61-80 | Good | 11 | 36.7% |
| 3. | 41-60 | Mediocre | 10 | 33.3% |
| 4. | 21-40 | Poor | 7 | 23.3% |
| 5. | 0-20 | Very Poor | - | - |
| | **TOTAL** | | 30 | 100% |

The table 4.1 shows that 6.7% (2 students) students are in the *excellent* level, 36.7% (11 students) are in good level, 33,3% are in *mediocre* level, and 23, 3% are in *poor* level. So, from the result of the calculation, the majority of student's ability in listening comprehension on conversations is in *good* level while none of them was in *very poor* level. The data also indicated that the highest score obtained by students is 85 while the lowest score is 30.

The Students' Ability in Listening Comprehension on Conversation Based on Four Listening Aspects

## 1.     The students' ability in finding Main Idea

The students' ability in finding main idea can be seen from the scores obtained by the students for question number 1, 2, 9, 11 and 16. The following table shows the students' score:

**Table 2. The Students' Ability in Finding Main Idea**

| Score | Frequency | Percentage (%) | Ability level |
|---|---|---|---|
| 81 – 100 | 8 | 26,67% | Excellent |
| 61- 80 | 6 | 20% | Good |
| 41 – 60 | 3 | 10% | Mediocre |
| 21 – 40 | 12 | 40% | Poor |
| 0 – 20 | 1 | 3,33% | Very Poor |
| Total | 30 | 100 | |

Table 2 illustrates the percentage of students' score in finding main idea. It shows that the majority of the students are in poor level (40%). Only a few number of student's are in good level (20%). Moreover, 26.67% of the students are in excellent level and 10% of them are in mediocre level. Lastly, only 3.33% of the students are in very poor level.

## 2. The students' ability in finding Detail

The students' ability in finding factual information or detail can be seen from the score obtained by the students for question number 3, 6, 7, 12, and 13. The following table shows students' score:

**Table 3. The students' ability in finding Detail**

| Score | Frequency | Percentage (%) | Ability level |
|---|---|---|---|
| 81 – 100 | - | - | Excellent |
| 61- 80 | 4 | 13.33 % | Good |
| 41 – 60 | 8 | 26.67% | Mediocre |
| 21 – 40 | 11 | 36.67% | Poor |
| 0 – 20 | 7 | 23.33% | Very Poor |

Table 3. describes the percentage of students' ability in finding detail in all level. Based on the data in the table, it can be seen that the majority of the students are in poor level (36.67%) and 26.67% of them are in the mediocre level. Moreover, 13.33% of the students (4 students) are in good level and 23.3% of them are in very poor level. In addition, 0% or none of them is in the excellent level.

## 3. The students' ability in identifying Inference

The students' ability in identifying reference can be seen from the score obtained by the students for question number 5, 8, 15, 20, and 17. The following table shows students' score:

**Table 4. The Students' Ability in Identifying Inference**

| Score | Frequency | Percentage (%) | Ability level |
|---|---|---|---|
| 81 – 100 | 3 | 10% | Excellent |
| 61- 80 | 10 | 33.33% | Good |
| 41 – 60 | 9 | 30% | Mediocre |
| 21 – 40 | 5 | 16.67% | Poor |
| 0 – 20 | 3 | 10% | Very Poor |

Table 4 illustrates the percentage of the students' ability in identifying inference. It shows that there is slight difference among all the level percentages. 33.33% of the students are in good level while 30% of them are in mediocre level. Moreover 16% of the students are in poor level while in very poor and excellent level the number of the students is in the equal percentage, in this case 10% each.

**4. The Students' Ability in Identifying Restatement**

The students' ability in identifying restatement can be seen from the score obtained by the students for question number 4, 10, 14, 18 and 19. The following table shows students' score:

**Table 5. The Students' Ability in Identifying Restatement**

| Score | Frequency | Percentage (%) | Ability level |
|---|---|---|---|
| 81 – 100 | - | - | Excellent |
| 61- 80 | 4 | 13.33% | Good |
| 41 – 60 | 13 | 43.33% | Mediocre |
| 21 – 40 | 10 | 33.33% | Poor |
| 0 – 20 | 3 | 10% | Very Poor |

Table 5 indicates that the students' ability in identifying restatement in all level. Based on the data, it can be seen that 43.33% of the students are in mediocre level and 33.33% of them are in poor level. In addition, 13% of the students are in good level and 10% of them are in very poor level. Lastly, none of them is in excellent level.

Based on the students' ability in four aspects of listening comprehension, the writer classified the mean score of the students' ability in listening comprehension on conversations in the following table:

**Table 6. The Mean Score and Students' ability in Four Aspects of Listening Comprehension on Conversation**

| Listening Aspect | Mean Score | Ability Level |
|---|---|---|
| Finding Main Idea | 65.33 | Good |
| Finding Detail | 46.00 | Mediocre |
| Identifying Inference | 66.00 | Good |
| Identifying Restatement | 52.00 | Mediocre |

From the distribution of the data on the table, it shows that identifying detail is the students' lowest score and finding main idea is the students' highest score. The mean score of identifying restatement falls to *mediocre* level ability (52.00). The mean score of identifying detail falls to *mediocre* level ability (42.00). It means identifying detail is the most difficult indicator in listening comprehension on conversations for the students. Identifying inference and finding main idea are *good* (66.00) and *good* (65.33) level ability. It indicates that the majority of students' ability in listening comprehension on conversation is in *good* level.


**CONCLUSION**

After conducting a research entitled "A Study on the Ability of the Second Year Students of English Study Program FKIP-UR in Listening to Conversations ", the writer draws some conclusion as follows:

First, 30 students participated in this research that 6.7% (2 students) students are in the excellent level, 36.7% (11 students) are in good level, 33,3% are in mediocre level, and 23, 3% are in poor level. So, from the result of the calculation, the majority of student's ability in listening comprehension on conversations is in good level while none of them was in very poor level. The data also indicated that the highest score obtained by students is 85 while the lowest score is 30.

Second, for each classification of question, the mean score of the students' ability shows that identifying detail is the students' lowest score and finding main idea is the students' highest score. The mean score of identifying restatement falls to *mediocre* level ability (52.00). The mean score of identifying detail falls to *mediocre* level ability (42.00). It means identifying detail is the most difficult indicator in listening comprehension on conversations for the students. Identifying inference and finding main idea are *good* (66.00) and *good* (65.33) level ability. It indicates that the majority of students' ability in listening comprehension on conversation is in *good* level.

The two conclusions have answered the objective of the research that was a question of how is the student's ability in listening comprehension on conversation by the second years students English study program FKIP-UR.


**RECOMMENDATIONS**

Concerning the conclusions, the writer would like to propose some recommendations related to the students' ability in listening comprehension to conversation. The recommendations are follows:

1. The students need to improve their listening ability by practicing more listening exercise and listening to English talks as many as possible an expanding their knowledge on register in various field of study.
2. The students also should motivate themselves to listen to more listening materials, especially listening comprehension to conversation.
3. Besides, the students also should learn more about the strategies that can be useful in listening especially in answering comprehension question.

4.  Other researchers can also focus on how to overcome the high level of difficulty of listening comprehension materials, particularly in listening to conversation.

Finally, the writer hopes that this study gives valuable contribution to the students, whether as an exercise on listening or as evaluation on their listening especially in listening comprehension to conversations.

## REFERENCES

Coskun, A. (2010). *The Effect of Metacognitive Strategy Training on the Listening Performance of Beginner Students*. *Novitas-ROYAL(Research on Youth and Language)*, *4*(1), 35-50.

Field, J. (2009). *Listening in the Language Classroom*. Cambridge: Cambridge University Press.Gay, L.R. 1996. *Educational Research: Competencies for Analysis and Application*. Prentice-Hall Inc. New Jersey.

Field, Andy. (2009). *Discovering Statistics Using SPSS*. London: SAGE Publications Ltd.

Heaton, J.B. (1975). *Writing English Language Testing.* New York: Longman Inc.

Oxford, R. (2002). Language learning strategies. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 166-172). Cambridge: Cambridge University Press.

Tinambunan, W (1988). *Evaluation of Students Achievements*. Jakarta: P2LT+K.

Zhang, L. (2001). Awareness in reading EFL students' metacognitive Knowledge of reading strategies in acquisition-poor Environment. *Language Awareness*, *10,* 268-288. http://dx.doi.org/10.1080/09658410108667039