

**AN ANALYSIS OF STUDENTS' LISTENING COMPREHENSION ON  
INTERPERSONAL TEXT AT SMAN 2 TILATANG KAMANG**

**Thesis**

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One  
(S1) Degree*



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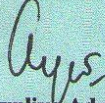
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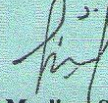
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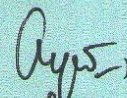
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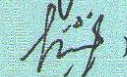
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## ABSTRAK

Nelfia, Hudy. 2015. “**An Analysis of Students’ Listening Comprehension on Interpersonal Text at SMA N 2 Tilatang Kamang**”. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk melihat kemampuan mendengarkan siswa terhadap teks lisan interpersonal, dengan rincian melihat kemampuan mendengarkan siswa dalam memahami informasi umum dan informasi tertentu yang ada didalam teks tersebut dan kemampuan siswa dalam memberikan respon terhadap pernyataan atau pertanyaan yang terdapat di dalam teks lisan interpersonal. Populasi dari penelitian ini adalah siswa kelas X SMA N 2 Tilatang Kamang tahun pelajaran 2014/2015. Sampel penelitian ini berjumlah 43 orang yang dipilih dengan menggunakan teknik *purposive sampling*. Data dikumpulkan melalui tes keterampilan mendengarkan. Berdasarkan hasil penelitian, kemampuan rata-rata siswa dalam mendengarkan teks lisan interpersonal adalah 68.75 dimana rata-rata siswa berada dalam tingkat nilai C berdasarkan skala pengukuran keterampilan mendengarkan menurut Flowerdew dan Miller (2008:208). Selanjutnya, persentase rata-rata siswa dalam: (1) memahami informasi umum adalah 25.81%, (2) memahami informasi tertentu 22.01% dan (3) kemampuan memberikan response terhadap pernyataan atau pertanyaan yang terdapat dalam teks lisan interpersonal sekitar 21%. Dari data tersebut disimpulkan bahwa kemampuan mendengarkan siswa dalam memahami informasi umum dalam teks lisan interpersonal memiliki jumlah persente yang paling tinggi. Sedangkan kemampuan memberikan response terhadap pernyataan atau pertanyaan yang terdapat dalam teks lisan interpersonal siswa memiliki jumlah persentase paling sedikit.

Kata kunci: *interpersonal text, memahami informasi umum dan tertentu, memberikan respon.*

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Padang, August 2015

The Writer

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Listening is one of the basic skills in learning English as a foreign language. The EFL learners need this skill before they acquire the other skills. It is convinced by experts' ideas such as Wilson (2008:17), Nation and Newton (2009:37) and Osada (2004:63) that found listening as the precursor for foreign language learners before they practice the other skills. Listening provides the listeners with input of the target language such as the vocabulary, pronunciation and grammar. By having listening skills, the students will know how the language can be used in different context of oral communication.

Furthermore, listening skill is important for the senior high school students to understand the spoken language. Based on Permendiknas (National Ministry of Education Regulation) number 23 (2006:366), the goal of listening skill is to understand the meaning of spoken language in three type of texts. The three types of texts are dialogue (interpersonal and transactional dialogue), functional texts, and monologue texts. Moreover, the ability to listen to the three types of texts will help the students when they practice to speak since the topic for speaking and listening are the same.

Those three types of text are aimed to make the students able to master the spoken language from the simple type of text (dialogue) until the difficult one (monologue). Dialogue is categorized as the simplest type of spoken text since it happens between the participants who have good deal of background knowledge, and the language that they use is in simple form. For example greeting and leave

taking, thanking, feeling surprise, congratulating and so on. Those dialogues use simple form of language that is used in oral communication and do not need much background knowledge from both of the participants. On the other hand, monologue is categorized as the most difficult spoken text since it needs more attention and background knowledge of the listener. Moreover, the listeners cannot interrupt or give comment when the speakers speak. The listener also cannot ask for clarification or repetition for the information that they lost.

This research was conducted in SMAN 2 Tilatang Kamang since the teachers in this school teach the listening skill and listening strategies from first to third grade. Based on the researcher's preliminary study in SMAN 2 Tilatang Kamang by doing interview and observation on January 16, 2015, the listening materials which were used by the teacher are taken from Intan Pariwara book. The book provides audio for all three types of text. Moreover, the teacher also took some supporting listening materials from the internet such as videos from YouTube and some websites for learning English.

In addition, the researcher got the information about students' competency in listening was not really good. It can be seen from the students' mean score which was given by the teacher. The students' score was below the minimum score that they have to pass. From this phenomenon, it motivated the researcher to focus the research on analyzing students' listening comprehension particularly on interpersonal text.

Based on the book that the teacher used for teaching English, the researcher found that the students are taught to understand the spoken language

either the general information or detail/specific information of the dialogue or monologue being listened. Moreover, there were also activities which ask the students to give response toward the meaning of what the speaker said in the conversation being listened. Those three activities of listening are the same with the indicator for national examination test for listening skill. Since there were no research that had been conducted in analyzing students' competency toward the three listening indicators as mentioned above in SMA N 2 Tilatang Kamang, the researcher decided to conduct this research.

General information is focus on what the dialogue or monologue talk about. The students as the listener need to understand or to get the general idea of what being said. After that, the detail information is the information that is more specific than the general information, in other words information that elaborates the general information. Finally, giving respond in the listening skill aims to make the students able to show their understanding toward what the speaker says.

In the second preliminary study that was conducted by observing and interviewing the English teacher and the students on February 2, 2015, the researcher got additional information about teaching and learning listening in SMAN 2 Tilatang Kamang. The teachers teach the students to practice listening by integrating it with the other skills such as speaking and writing. However, the students who had been interviewed reported that they still got difficulties in learning English, particularly in listening skill. The first factor that causes students' difficulties in listening is the lack of students' vocabulary. The students told that they do not know the meaning of the word that they heard. Second, the

students perceive English as a difficult subject. This perception affects the students' motivation to learn and to practice English language skills. Third, the speed rate of the speaker is one of the factors that cause the students get difficulties in listening. The rapidity may cause the students lose the message or the information since the speaker cannot be stopped in order to give the students time to think to comprehend what the speaker says. Lastly, the students' ability in understanding the English grammar also affected the students' ability in listening since the students couldn't understand the meaning of what the speaker says.

The description of the problems that are encountered by SMAN 2 Tilatang Kamang students in learning English particularly in listening skill may affect their listening comprehension on interpersonal text. This research would focus on analyzing the students' listening comprehension in listening to dialogue since the factors that cause students got difficulties in listening mainly occur in dialogue. Furthermore, interpersonal text is one of the texts that are aimed to maintain social relationship between the speakers where the students may listen to this dialogue more frequently than to the other dialogue or texts. Moreover this text will also met by the students when they are in twelfth grade, especially when they prepare themselves for the national examination. In addition, the indicators of national examination are the same with the three listening activities that the students learn in the X grade. Therefore, the researcher conducted the research toward students' listening comprehension in listening to interpersonal text in order to know how the students' listening comprehension in this particular text is.

## **B. Identification of the Problems**

Based on the background of the problem above, the researcher concluded that the students' competency in English is low. On the other hand, the mean score of students' listening comprehension was high. However, the detail information about students' listening comprehension on interpersonal text has not been revealed yet. Therefore, there were several researchable problems that could be derived from the background above such as the research on finding the students' comprehension on interpersonal text based on the three indicators of teaching listening for senior high school students. Another researchable problem is the strategy or solution to overcome students' barriers in listening comprehension.

## **C. Limitation of the Problem**

This research was limited on analyzing students' listening comprehension viewed from the three indicators of listening for senior high school students at X grade of SMAN 2 Tilatang Kamang.

## **D. Formulation of the Problem**

The problem of this research was formulated in this following question: "How is students' listening comprehension on interpersonal text at X grade of SMA N 2 Tilatang Kamang in 2014/2015 academic year?"

## **E. Research Question**

1. How is students' listening comprehension in comprehending the general information of interpersonal text?

2. How is students' listening comprehension in comprehending the detail information of interpersonal text?
3. How is students' ability in giving response to the interpersonal text being listened?

#### **F. The Purpose of the Research**

The purpose of this research is to analyze students' listening comprehension on interpersonal text at grade X of SMAN 2 Tiltang Kamang 2014/2015 academic year. Particularly, the researcher analyzed students' listening comprehension in understanding general information and detail information, also students' ability in giving response toward the interpersonal text being listened.

#### **G. Significance of the Research**

This research is expected to give contribution for the teaching listening for EFL learners particularly in discovering students' competency in listening to interpersonal text. This information can help the teacher to know the students' ability in comprehending the interpersonal text and to find the appropriate strategy or technique in teaching listening to interactional dialogue in the future.

#### **H. Definition of Key Term:**

1. Analyze: to study or examine (Cambridge dictionary: 2008). This research would study and examine students' listening comprehension in listening to interpersonal text.
2. Listening Comprehension: the process of understanding speech in second or foreign language that focuses on the role of students

linguistic knowledge and their background knowledge and expectations about the topic being listened (Richard and Smith in Helgesen and Brown, 2007:3).

3. Interpersonal text: dialogue or text which is aimed to maintain social relationship between the speakers (Brown, 2000:251).
4. Listening for general information: listening to the general idea of what is being said, as well as who is speaking to whom and why he speak (Wilson, 2008:10).
5. Listening for detail information: listening to get the detail information of what is being listened, for example the detail information about what, when and where the speakers are going to do (Brown: 2006: 5).
6. Giving response: the receiver or listener giving verbal or nonverbal feedback toward what the speaker says (Tyagi: 2013:3).

## CHAPTER V

### CONCLUSIONS AND SUGGETSTIONS

#### A. Conclusions

Based on the research findings and discussion in chapter IV, the researcher concludes four points as follows. Generally, the students listening comprehension on interpersonal text was good. The mean score of the students is 68.75 from 43 students who did the test. Based on the scale which is adapted from Flowerdew and Miller (2008:208), the students' mean score is categorized as "Fair". The students have ability in listening or understanding the interpersonal text being listened. However, the students' mean score had not passed the minimum score of English subject (70) at SMA N 2 Tilatang Kamang.

After that, the students' ability in listening for general information is placed in the first rank of the students' correct answer. The total of students' correct answer is 333 from 1290 true answers for three indicators. In other word, the students' percentage of true answer in listening for general information is 25.81 % from 68.75% of total true answers. Then, the students' total correct answer in listening for detail information is placed in the second rank of students' true answer. The students' correct answer is 284 from 1290 true answers for three indicators. In other word, the students' percentage of true answer is 22.01 % from 68.75% of total true answers. Lastly, the students had lowest true score in answering giving response questions. The students' correct answer is 270 from 1290 true answers for three indicators. In other word, the students' percentage of true answer is 21% from 68.75% of total true answers.

## **B. Suggestions**

Based on the research findings and discussion previously, the researcher has some suggestions for the next researchers and teacher related to research on listening comprehension to interpersonal text. First, the students need to be controlled in order to overcome cheating among the students. The pure of students' ability or competency is really important in order to get the real data. Afterwards, the researcher suggests the next researcher to use good test and vary (not only in one form of test). There are various activities that can be done in measuring or analyzing students' listening comprehension such as paraphrase recognition, open-ended response to a question, cloze dictation etc. Lastly, the researcher suggest the next researcher to conduct research on listening by using video since the use of video is more authentic than using audio.

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