# STUDENTS' ABILITY IN LISTENING COMPREHENSION ON ANALYTICAL EXPOSITION TEXT: A CASE STUDY OF ELEVENTH GRADE OF SMK SWASTA BANDUNG 1

## SKRIPSI

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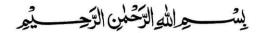**UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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# ABSTRACT

**NANDA ALVI FANANI RANGKUTI. 1302050287. " Students' Ability In Listening Comprehension on Analytical Exposition Text: A Case Study of Eleventh Grade of SMK Swasta Bandung 1'' . English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan 20017.**

The objective of  this research were to anlyze te students ability in listening comprehension analytical exposition text. The subject of this research was XI grade students of SMK Swasta Bandung 1. The population was 40 students, which consider of two classes, XI-AP 22 students and XI-AK 18 students. The research used descriptive quantitative research. The instrument of this research is multiple choice test is with four indicators, detail information, factual information, general information and implied information. After calculated the data showed that there were 32 students or 80% students who were able in listening analytical exposition text. And there were 8 students or 20% students are unable in listening analytical expositio text. It concluded that the XI grade students SMK Swasta Bandung 1 were able in listening analytical exposition text. The students difficulties in listening analytical exposition text were focus in finding spesific/detai information and implied information. In finding spesific/detail information students average 2.90, it means that their ability in the level was fair to poor and for finding implied information the students average 3.05, it means that their ability in the level was fair to poor. The students should pay attention in learning and also practice a lot in listening.

*Keyword: students' Ability, Listening Analytical Exposition Text.*

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

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Medan, October 2017

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# CHAPTER I

# INTRODUCTION

## A.  The Background  of the Study

Listening comprehension refers to the understanding of the implecation and explicit meaning of words and sentences of spoken  language. According to Hamouda (2013: 113), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.Listening comprehension  is more than just hearing what is said; rather, it is a human ability to understand  the  meaning of the words he hears and  to relate to them in some way. This skill is required to understand people in speaking and to make communication in english. Students may be able to speak English but they get difficulties on their listening. The poor ability in listening will make students difficult to undesrtand or interpret the messege sent by the speaker.

At syllabus of SMK, it is stated that the students have to study listening. According to KTSP, the goal of teaching listening in SMK, the students have to understand the meaning in the short functional text and simple easy monologue text in form oral in daily context. In listening, students listen something to achieved some purpose and it is reflected in some kinds of genres. Each genre has differences in social function, generic structure and language feature.There are many kind of  genre or  text that can be given to the studnets. Harmer in Hidayah (2010:2) points out that the types of the text given depend on who the students

are. They narrative, spoof, recount, news items, prosedure, descriptive, anecdote, exposition (Analytical and hortatory), explanation, discuission, review.

Moreever, divisions of genres in syllabus of second grade students of senior high school, they are: report text, narrative text, analytical exposition, spoof text, descriptive text and hortatory exposition. However, there are only three genres that is though in the first semester. They are: report text, narrative and analytical exposition text. In short, each type of text is taught by introducing the students to the model text with a hope that they will be able to comprehend the types of text well. One of them is analytical exposition text.

An analytical exposition text is  text that elaborates the writers' idea about phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. According to Ourwati, M and Yuliani (2005:66), analytical exposition text is a text that is designed to persuade the readers or listener that something isthe case. In short, analytical exposition text is a text that is to persuade the readers or listeners that something is the case.

In understanding a text, the students have to understandthe generic structure of the text and also the language feature of the text. According to Jide (2009:1), the generic structures of analytical exposition are thesis, arguments, and reiteration. Morever, the generic structures of analytical exposition usually  have three components: (1) Thesis, it is introduces the topic and shows the speaker or writer's position; outlines of the arguments are presented. (2) Arguments, it is consist about point and elaboration. Point, states the main argument and

elaboration, develops and supports each point of argument. (3) Reiteration or conclusion, reiteration (restatement), restates speakers or writer.

Based on the Basic Competency and Standard Competency in the KTSP curriculum of  SMK, Analytical exposition  text is a compulsory material that should be taught for eleventh graders of  SMK in the first semester. Analytical exposition text is an argumentative text that includes issue and  giving arguments related to the issue of the topic.Based on the indicators, listening analytical expositiontext, students are able to;(1),find certain/factual information, (2),find detail information, (3),find implied information and (4), find general information from  the listening analytical exposition text . But in reality based on the researchers teaching experiance (PPL) found students unable to; (1) finding certain/factual information,   (2), find detail information, (3), find implied information and (4), find general information from  the listening analytical exposition text.

The researcher found  there are some problems causing students have difficulty in finding information, especially finding detail information and implied information from listening analytical exposition text.it isbecause students achievement in listening is low. In general the students just listen what they heard but do not understand  what  is  the meaning of speaker says, it is because students has listening comprehension problems; that are students has  limited knowladge of vocabulary and grammer and  limited knowladge of the subject especially an analytical exposition text.

In the learning process in teaching  listening comprehension on analytical exposition  text, the problem that occurs is the students difficulties to find detail information and implied information from listening analytical exposition text, another students need to hear more than once, the students also cannot understand fast in natural  native speech. The students often ask teacher to slow down and replay the record or cassete by teacher voice.

Based on  phenomenon above the researcher is interested to analyze students listening comprehension ability on analytical exposition text, because the fact showed that students have difficulties to master English especially listening comprehension . Just 30% students which have high score and 70% students which  have low score. Students are also difficult to find infromation in listening analytical exposition text. Meanwhile, this research will be conducted at eleventh grade of SMK Swasta Bandung-1.

Besed on the problem, the researcher hopes, efforts need to be done  to help students find the way to finding information in listening analytical exposition text and more successful in developing listening comprehension. Therefore, the researcher is triggered to investigate how far the students listening comprehension ability on analytical exposition text, and describe what are the students difficulties in finding information especially detail information and implied information.

## B.  The Identification of  the Problems

Based on the background, the problem of research were identified as follows:

1. The students' are not able to find information in listening analytical exposition text

2. The students are difficult to find detail information and implied information in listening analytical exposition text.

**C. The Scope and Limitation**

The scope of this research was listening comprehenshion and the problem was limited on analytical exposition text

**D. The Formulation of the Problems**

The problem of this study were formulated as follows:

1. Are the students able to finding information in listening analyitical exposition text

2. What are the students difficulties in listening analytical exposition text

**E. The Objective of the Study**

The objective of the study can be classified in two:

1. To investigate the students ability in finding information in listening analytical exposition text

2. To describe the students difficulties in listening analytical exposition text

**F. The Significance of the Study**

The significance of this study were viewed from both theoretical and practical point of view as described below:

**1. Practical**

The researcher is expected to give benefit information for the students about their listening comprehension ability at SMK Swasta Bandung-1 particulary for the eleventh garde students, and also motivation students to improve their listening comprehension ability, not only on analytical exposition text but also for all kinds of genre text. This research gave students experiance of getting or finding factual information, genaral information, detail information and implied information on analytical exposition text.

**2. Theoretical**

The result of this study may give more information about how the strategy for helps students to able to finding information in listening a text. And this research will give inspiration and references in conducting a similar research.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Theoretical Framework

In conducting a research,theories needed to explain all the terms which are used in the study to avoid misunderstanding between the researcher and the readers. The researcher begins to clarify the terms and concepts,so that the researcher and the reader have the same the perceptionto them. The terms in this study are as the following:

## 1. Listening

There are many definition to define what is listening . first listening is an active, purposeful processing of making sense of what we hear. Listening is more complex than hearing. It is a process that consist of four stages: sensing and attending, understanding and interpreting, remembering and responding. The stage occur in sequence but we are generally unaware of them. Listening is one of the subject studied in the field of language study and in the discipline of convertion analysis. This skill can be improved by practice and there are many rewards to spoken (and sometimes unspoken) messege.

Listening is an important part in communication process. Effective listening is the foundation for successful in communication in school, at home, in everyday situation. Hamagachi (2010:11) says that listening is an active process of hearing and comprehending what is said so that in listening process, the listener skill gets a place of information of that communication and it is one of the

purpose in listening will be effect how we listen and what we select from sounds,because the listener must select information of the spoken language what is relevant to this purpose and riject what is relevant.

Rost (2002:7) defined listening as a complex process of interpretation in which listener match what they hear with they already know. According to Rost (2009:9), listening help us to understand the world around us and  is one of the necesarry alements in creating successful communication.

Listening is diffrent from hearing . Hearing is physical ability, while listening is a skill. We can hear the things all the items without listening, because listening is about learning and understanding meaning. But listening and hearing are related and it is supported bySaha (2008:3) expresses that even though listening and hearing are related, listening involves an active process, which requires  an anlysis of sounds, in contrast to hearing that only perceive sound in a passives way.

According to argument above, the researcher conclude that listening is make sense of meaningful sounds of language in the world. Learners have to be able to understand the main idea of what is said as well asnspecific details. They also need to check any  predictions they have made; and understand the speaker's meaning, emotions, and opinions.

Listening as a basic input material is very important for the students in learning English. Listening ia a complex, active process of interpretation in which listener match what they have heard with what they have already known.It is highly complex process that draw on knowledge of the linguistic code (language

form) and cognitive  processing skill (the skill process in the mind).  We must pay attantionfirst with the listening, than we can easly study the other skill.

## 2. Listening Comprehension

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. In our first language, we have all the skills and background  knowladge we need to understand what we hear,so we probably aren't ware of  how complex a process it is. Listening is a skill that is rarely thought. In school students are thought speaking, reading, and writing skills, but in general there are a few courses devoted to the subject of listening.

According to Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi (2011:977), listening comprehension is the process of  undesrtanding speech  and it concentrates on role of linguistics units such as phonemes, word, and grammatical structures and the role of listeners anticipations, the situation and context, previous knowladge, and the subject.

To listen well, students have to comprehend the meaning of the meaning the spoken language. To comprehend means to understand completely. To comprehend is not only a matter of knowing the context of the spoken language. To comprehend something spoken by someone needs a total and complete understanding. It can be said that understanding is to know the meaning of something that someone says, and comprehend the meaning of something needs a

skill in order to reach ability to understand completely to what have spoken by speakers.

According to Nadig (2013:6), listening comrehension is the various process of understanding and making sense of spoken language. These involves knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. Poelmans (2003:4) defines listening comprehension as to communicate adequately. It is important for a listener to understand what the speakers says. Understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match betweemn sounds and meaning.

## 3. Listening Skill

There are four skill that have to mastered by students. These skills are reading, listening, writing, and speaking. From these skill listening skill ia a skill that difficult to be mastered, because it needs more attention and concentration to comperhend the sounds (listening material). Listening skill is activity to identify and understand what other are saying. Listening skill can be meant as ability to py attention or to hear something.

Russel and Russel in Hasyuni (2006:8) says that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronounciation, vocabulary mastery, writing, speaking, and reading.Jafari and Hasim (2015:23) emphasized that listening is a

channel for comprehensible input and more than 50 percent of the times leraners spend in learning a foreign language is devoted to listening.

Listening is the ability to accurately receive and interpret messege in the communication process. Listening skill is a technique used for understanding, what is being said by taking into account how something is said and the nonverbal signs and body language that accompanies is very difficult.

**4. Purpose of Listening**

The purpose of listening can be categorized into some types:

a. To gain new information

   Whenever you liten to learn something, you are engaged in informational listening.

b. To quest and test evidence and assumption

   When a speaker presents a message, much of what is said consist of fact (verifiable data) or opinions (inferences).

c. To be inspired

   Listening to someone in any form like speech, music or any form can be really inspiring through which some people learn or some people motivate, some people can move on from something they are stuck by listening to inspirational speech/music

d. To improve communication

   Be a good listener, listen for the other person's talents and interested and never talk over people .

Beside the classification above, there are the other main purpose for listening. They were listening for gaining information and listening for pleaseure. Listening for gain information for example; listening news in radio, tv, listening.

**5. Types of listening**

People have their purpose in doing something, so does in listening activity. In a condition, people need listening for the purpose of their curious or desire to know the information of what they listen. However there is a situation when people need to listen and order to keep interactionbetween to people or more go on.

According to Michael Rost (2011:183), there are six types of listening:

1. **Intensive Listening**

Intensive listening refers to listening precise sounds, word, pharase, grammatic units. Although listening intensivelly is not often called for in everyday situation, the ability to listening intensivelly whwnever required is an essential component of listening proficiency. The prototipical intensive listening activity is dicatation, the transcription of the exact words that a speaker utters. Dictation is often claimed to be an excellent integrative test because it involves listening vocabulary, grammar, and the ability to make inferences from context.

2. **Responsive Listening**

Responsive listening, refers to a type of listening practice in which the listener response is the goal og the activity. Listening task design using short

inputs (typically one or two minutes long) and overt listener response have great benefits for listening trining.

**3. Selective Listening**

Selective listening taks, encourage learner to approach genuine spoken text by adopting a strategy of focusing of specific information rather that trying to understanding and recall everything. Recontruction of the spoken material based on selective listening task can help students link selective to global listening.

**4. Extensive Listening**

Refers to to listening for an extended period of time while focusing on meaning. It necessary for the learner to have access to listening input that can be understood reasonably well on the first listening, in wich learners are literary protected from being overwhelmed by too much information for process effectively.

**5. Interactive Listening**

Refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with nattive speaker, is established as a vital means of language development.

**6. Autonomous Listening**

Refers toindependent listening, without direct guadiance of an instructor. The key is that the learner is in control of input selection, task completion, and assessment.

Based on the explanation types of listening above, the researcher take selective listening as the type of listening in this research. Students will apply

selective listening as a listening tachnique that filters and summarizes to achieve comprehension. With selective listening students are expected to easy getting information from the speaker.

## 6. Analytical Exposition Text

Analytical exposition text is a text that elaborates the writers' idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. Knapp and Watkins (2005:187) define argumentative text into main types,namel; expostion text and and discussion txt. Exposition it self is divided into two genre,they are analytical exposition text and hortatory text. This study focuses on analytical exposition text because this type has a purpose to argue that something is the case.

Analytical exposition text is effective to express an opinion. This text has purpose make an argument about an issue (Pardiyono (2007:216). Pardiyono (2007:219) states that analytical exposition text talks about hot issue in wich the writer gives an opinion or idea related to the hot issue. It means that the students are prompted to be critical when percive what the topic about and what the writer meant it the text. There are three aspects on analytical exposition text.

## 7. The Types of Exposition Text

Exsposition text is a statement or test wich havee argument or opinion about issue, idea, method, or object, there are two kinds of Exposition text that follow:

## 7.1 Analytical Exposition Text

Analytical exposition text is a type of text that belong to argument text or detailed author's about event or event around (phenomena). The function of analytical exposition text to persuade by presenting argument to analyze or explain "how and why".

The generic structures of analytical exposition text

b. Thesis : The main idea of the writer

c. Argument : Present of the author the argument or opinion that support main idea

d. Reiteration : concluding part of analytical expositio contains rewriting of the main idea of the 1st paragraph.

## 7.2 Hortatorical Exposition Text

Hortatorical exposition text is the text which is represent attempt to bring the reader to do something ar act in certain way. The function of hortatorical exposition text is to describe the communicative purpose and influence the reader that should not be.

The generic structure of Hortatorical Exposition Text

a. Theisis : statement or announcement of issue concern

b. Argument : reasons for concern that will lead to recomendation

c. Recommendation : statement of what should not happen or be done based on the given arguments.

**8.The Generic Structure of Analytical Exposition Text**

**a. Thesis**

Thesis contains a writer's statement of her/his position about a certain issue or topic. Introduce the topic and show speaker or writes position; Outline of the arguments to be presented

**b. Arguments**

This contains description of fact to support writer's statement in the thesis. It consists about Point and Elaboration Point,states the main argument. Elaboration: develops and suopports each point of argument

**c. Reiteration**

This contains a brief conclusion or resume related to writer's description to convince that what is stated in the thesis is acceptable or correct reasonably.

**Language features:**

(a) Focus on generic human and non human participants, (b) Uses mental process. It was used to state what the writer or speaker thinks or feels about something,for example:realize, feel, etc, (c) Need material process. It was used to state what happens, for example: has polluted, etc, (d) Use of simple present tense, (e) Use of rational nal processes, (f) Use of internal conjunction to state argument, (g) Reasoning through casual conjunction or nominalization.

The example of Analytical Exposition

**"Cars should  be banned in the city"**

*Thesis*                cars should be banned in the city. As we all  know, cars creat pollution, and cause a lot of road death and other accidents

*Argument 1*        Firstly, cars, as we all know, contribute to most of the population in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'trigges' of asthma. Some of these ilnesses are so bad that people can die from them

*Argument 2*        secondly, the city is very busy. Pedestrians wander everywhere and cars cammonly hit pedestrians in the city, wich causes them to die. Cars today are our roads biggest killer.

*Argument 3*        Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on uour homework, and especilly talk to someone.

*Reiteration*        In conclution, cars should be banned from the city from the city for the listen listed

**B. Previously Relevant Study**

There are some previous studies related with the title of this research, namely:

1. The frist research has been done by Septia Ristanti (2016) with study entitled A study on the ability in listening comprehension on descriptive. The result findings of this research showed that more than half the students (53,3%) were at poor level, and one third of the students (33,3%) was at exallent level. So, from the result of the calculation, the majority of students ability in listening comprehension on descriptive text was at poor level.

2. The second researcher has been done by Tika Lovinda (2014)with entitled an analysis of students difficulties in studyng listening. The result findings of this research showed the students problem in mastering english is their mother tongue rules still influance them in using it. By the importance of listening in langauge learning and teaching, it is essential for teacher to help students becomes effective listener.

3. The third researcher has been done By Mohamad Fajar (2015) with entitled An analyisis of students analytical exposition. The finding of the study show that low achiever text fulfill the schematic structure criteria of analytical exposition text to the extent of anouncing the issue although not including the writers stance and present factual information as arguments to motivate the thesis in a form paragraph.

Based on the previous studies above, the researcher has found the research that related to the research that did by the previous researcher. Most researchers

more focus on students writing ability on analytical exposition text, so here the researcher want to analyze in other skill that is listening comprehension ability. Because seems with writing text, listening analytical exposition also important to getting information.

The researcher contributing to this study is increase the students ability in a variety of skills,especialy listening, and students also have a extensive knowladge about many genre of text, not only analytical exposition text, but any other text.

## C. Conceptual Framework

Listening is one of looking for information. If we dont have any good listening skill will not able to respond someone when we have a conversation. Looking the importance of having listening comprehension skill, it is need to be thought to the students. In order, the students will understand well when someone is speaking, or when the students listen to record. Considering with the importance of listening in language learning and teaching, it is essential for language teachersto help their students become effective listeners.

Listening comprehension is a process of receiving, focusing, attention on, and assigning meaning to aural stimuli. It means that how the delivered messege is comprehended or understood relies not only on the information from listeners exsiting knowledge and their anticipation of the speaking situation. It is usually supposed that listening comprehension is difficult for L2 learners because of many aspect of speech wich are more or less obvious.

On the other hand, we will find out some aspect which influeance on mastering listening comprehension, they are hearing the sounds and video, understanding intonation stress, coping with redundancy and noise, predicting understanding colloquial, vocabulary, fatigue, understanding different accent using audio visual and environment clause. These aspect can be a problem for listener to get the general information and specific information on the text.

In order, to get the general information and specific information in the process listening, students should have a good ability to comperhand the text that they listened especially the interest and ability of listening comprehension analytical exposition text. The students should be able to have interest and ability in listening comprehension  analytical exposition text.

**BAB III**

**METHODE OF RESEARCH**

**A. Location and Time**

The research was conducted at SMK SWASTA BANDUNG 1,wich is located on Jln. Pengabdian No.72 Bandar Setia. The researcher carried out her research to XI grade students of SMK Swasta Bandung 1 in the 2016/2017 academic year.The research would be conducted in September .

The reason for choosing this school because the researcher found students achievement in listening was low, especially in listening comprehension based on the researchers teaching experiance (PPL) in that school, so the researcher was analysed the students listening comprehension ability.

**B. Population and Sample**

The population of this research was the XI grade students SMK SWASTA BANDUNG 1 academic year 2016/2017, wich consider of two classes, XI-AK and XI-AP, XI-AK consist of 18 students and XI-AP consist of 22 students, the population of this research were 40 students.

By using total sampling technique, so all of the population will be taken as the sample of this research.

**Table 3.1**
**Population and Sample**

| Class | Population | Sample |
|---|---|---|
| XI – AK | 18 | 18 |
| XI – AP | 22 | 22 |
| **TOTAL** | | 40 |

## C. Research Design

Before doing the research, the researcher arranged a research design. Considering the purposes of the research and the nature of the problems, this research is quantitative one. In this research, the researcher used Descriptive quantitative to identify, to describe, to classify and to analyze the students' ability and their difficulties in finding information on analytical exposition text. The researcher was helps the students to listen analytical exposition text. After that they werelooked for the factual information, general information, detail information and implied information.

## D. Instrument of Research

Research instrument is needed to collect data from the sample in an investigation. It is considered a very important tool of collecting data. Multiple choice test was used as the instrument in the collecting the data. The test in this researcher are made by researacher herself in order to meet the research purpose. The test were consist of 20 items, each items of the test were consist of 4 indicators that are 5 items of detail information, 5 items of factual information, 5 items of genral information and also 5 items of implied information

The 20 items were consist of 4 answer, namely; a, b, c, and d. Each corret answer was given 1 score, and an incorrect answer was given 0 score. The highest score was 100 calculated by using this formula:

$$S = \frac{R}{N} \text{x} 100\%$$

Note :

S = Score

R = True items which students answer

N = Number of item

The research instrument which will be conctructed for assessing the acquisition of the listening comprehension of the subject understudy were multiple choice items. The systematic steps done by researcher to collect the data, firstly the researcher make a research instrument that had a good validity and reability. Because the research instrument that was used to assess the students' ability.

## E. The Validity and the Reability

To validity the instrument of this research, the validity and reability of the testwas established. These two factor should be fulfilled by attest before they are use to drive valid data in a research. The establishment and proceudre of each aspect is used discussed in the following part.

## 1. The Validity of the Test

The instrument that is especially prepared for measuring something is important and definite because the tes is used to determine something about

persons' position and title. The process is also special; how to answer, given the situation, time and also certain prosedures as well if the rules are expected to met by the researcher desired validity is reached. Validity is a measurement that show in the high level of capability or validity measurement. There are 25 respondent of the validity of the test. To examine the validity of the test. The researcher used correlation product moment from significant; $\alpha$= 5% as formulated below:

$$r_{xy} = \frac{n\,(\sum xy) - (\sum x) - (\sum y)}{\sqrt{\{n\sum X^2 - (\sum X)2\}\,\{n\sum y^2 - (\sum y)2\}}}$$   (Arikunto,2013: 226)

Note :

$\sum xy$   = The total score of multiplied with the total of y

$\sum x$   = The sum of score X

$\sum y$   = The sum of score Y

$N$   = The number of student

$\sum_X 2$   = The total of score squared of X

$(\sum x)^2$ = Sum of score squared

$(\sum y)^2$ = Sum of score squared Y

Then, to find out the validity of the test $r_{xy}$ is getting by significant α = 5%. $r_{xy} > r_{table,}$so the test is valid.tp measure the creteria of validity , it can be seen the following statement:

$0,80 \leq r_{xy} \leq 1,00$   = The validity is very high

$0,60 \leq r_{xy} \leq 0,80$   = The validity is high

$0,40 \leq r_{xy} \leq 0,60$   = The validity is fair

$0,20 \leq r_{xy} \leq 0,40$   = The validity is low

$0,00 \leq r_{xy} \leq 0,20$         = The validity is very low

$r_{xy} < 0,00$         = The validity is invalid

## 2. The Reability of The Test

The other thing wich is vey important for the researcher is reability. Reability is the consistence and depend bility of measure obtained from the test. A test can be said as valid if the test can be reliable, consistence or stable and productive, this mean progressively reliable of the test is conditioned, so progressive certainly researcher can be said that in result of the test has same result when would be done retest. It used to the following fomula:

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{M(k-M)}{(k)(v_{t)}}\right]$$         (Arikunto, 2013:232)

Note :

$r_{11}$      = The coefecient of reability of the test

$k$      = The total of students

M      = Total score variance

$v_t$      = Total score variance each item

To calculate score variance each item used the following formula:

$$\sum xt^2 \quad = \sum xt^2 - \left(\frac{\sum xt}{n}\right)^2$$

And then to calculate total score variance each item used formula:

$$st^2 \quad = \frac{\sum xt^2}{n}$$

To measure the criteria of reability of the test, it can be seen the following formula:

2

$r_{11}<0,21$ = The reability is very low

$0,20 \leq r_{11} \leq 0,40$ = The reability is low

$0,40 \leq r_{11} \leq 0,60$ = The reability is fair

$0,60 \leq r_{11} \leq 0,80$ = The reability is good

$0,80 \leq r_{11} \leq 1,00$ = The reability is very good

$r_{11}>1,00$ = The reability is complate

## F. The Technique of Collecting Data

The technique of collecting data in this research used :

1. Giving the question,

2. Ask the students to listen the record,

3. Play the record in three times,

4. While they listen they will also asked to answer the question,

5. Collect their answer sheet

6. Scoring the students answer

## G. The Technique of  Analyzing Data

The data was analysed by the researcher in steps bellow:

1. Conducting the test, scoring the answer.

2. The researcher scores the students answer and listing score

3. Knowing the percentage of sstudents' correct and incorrect answers, the data

    will colculate by using the formula from Sudijono (1999:321)

    $Q = \frac{X}{Y}$x 100%

Notes :

Q   = The percentage of students' able and unable

X   = The number of students' able and unable

Y   = The number of whole sample

4.  Measuring the average score by using the following percentage formula:

Average of Each Sample $= \frac{Total\ Average}{Total\ sample}$

5.  Determining the level of students listening comprehension ability on analytical exposition text based on the criteria of ability by using KKM at SMK Swasta Bandung 1, to be categorize as able and unable as follow:

**Table 3.2**
**Criteria of Ability**

| Quantitative Ability | Qualitative Ability | Ability |
|---|---|---|
| 80-100 | Very good | Able |
| 60-79 | Good | Able |
| 50-59 | Poor | Unable |
| 49 | Very poor | Unable |

6.  Looking for the students' difficulties in getting information and specific information on analytical exposition text by analyzing and categorizing the students answer  based on Arikunto (2010;210)

**Table 3.3**
**Index Difficulties**

| Difficulties Index | Categories |
|---|---|
| 54-64 | Difficulties |
| 65-74 | Moderate |
| 75-100 | Easy |

## CHAPTER IV

## DATA AND ANALYSIS

### A. Description of The Data

The data of this research were collected by using listening test. It was to know students' ability in listening comprehension on analytical exposition text. The test were 20 items that was answered by 40 students of two classes. The test was consist of four indicators, such as: detail information, factual information, general information and implied information.

This chapter described the percentage score and difficulties' of students ability in listening comprehension analytical exposition text at eleventh grade of SMK Swasta Bandung 1. The result of the score can be seen in the following table:

**Table 4.1**
**The Students' Score**

| No | Students Initial Name | Indicator | | | | Score | Total |
|----|----------------------|-----|-----|-----|-----|-------|-------|
| | | DI | FI | GI | II | | |
| 1 | PN | 5 | 5 | 4 | 2 | 16 | 80 |
| 2 | LT | 2 | 5 | 2 | 2 | 11 | 55 |
| 3 | CSP | 1 | 5 | 5 | 3 | 14 | 70 |
| 4 | ES | 5 | 5 | 4 | 2 | 16 | 80 |
| 5 | IY | 3 | 4 | 4 | 2 | 13 | 65 |
| 6 | NA | 3 | 5 | 4 | 2 | 14 | 70 |
| 7 | LP | 1 | 5 | 4 | 3 | 13 | 65 |
| 8 | TD | 3 | 3 | 2 | 3 | 11 | 55 |
| 9 | SC | 3 | 5 | 5 | 5 | 18 | 90 |
| 10 | VR | 2 | 3 | 1 | 2 | 8 | 40 |
| 11 | RS | 3 | 5 | 4 | 2 | 14 | 70 |
| 12 | CS | 5 | 5 | 3 | 3 | 16 | 80 |
| 13 | CC | 1 | 5 | 4 | 4 | 14 | 70 |
| 14 | VS | 1 | 3 | 3 | 3 | 10 | 50 |

| 15 | SR | 1 | 5 | 3 | 1 | 10 | 50 |
|----|-----|---|---|---|---|----|----|
| 16 | DT | 4 | 5 | 4 | 3 | 16 | 80 |
| 17 | ND | 4 | 5 | 4 | 3 | 16 | 80 |
| 18 | NS | 1 | 5 | 4 | 3 | 13 | 65 |
| 19 | WL | 3 | 4 | 4 | 1 | 12 | 60 |
| 20 | IPS | 3 | 5 | 4 | 2 | 14 | 70 |
| 21 | NH | 5 | 5 | 3 | 5 | 18 | 90 |
| 22 | IK | 3 | 5 | 3 | 5 | 16 | 80 |
| 23 | MK | 1 | 5 | 4 | 4 | 14 | 70 |
| 24 | NAI | 3 | 4 | 4 | 3 | 14 | 70 |
| 25 | AB | 4 | 3 | 3 | 3 | 13 | 65 |
| 26 | NH | 2 | 5 | 5 | 4 | 16 | 80 |
| 27 | ASS | 3 | 5 | 4 | 4 | 16 | 80 |
| 28 | LSN | 2 | 2 | 2 | 4 | 10 | 50 |
| 29 | FM | 4 | 5 | 5 | 5 | 19 | 95 |
| 30 | RA | 4 | 5 | 4 | 5 | 18 | 90 |
| 31 | NR | 3 | 4 | 4 | 3 | 14 | 70 |
| 32 | NN | 4 | 5 | 3 | 3 | 15 | 75 |
| 33 | MG | 4 | 5 | 5 | 3 | 17 | 85 |
| 34 | FL | 4 | 5 | 3 | 4 | 16 | 80 |
| 35 | SAR | 1 | 3 | 1 | 2 | 7 | 35 |
| 36 | MTL | 3 | 5 | 4 | 3 | 15 | 75 |
| 37 | HWP | 4 | 5 | 5 | 3 | 17 | 85 |
| 38 | DA | 4 | 5 | 2 | 4 | 15 | 75 |
| 39 | SW | 2 | 5 | 2 | 1 | 10 | 50 |
| 40 | PSWS | 5 | 5 | 3 | 3 | 16 | 80 |
| | **Total** | | | | | | **2825** |

Note:

DI : Detail/Spesific information

GI : General Information

FI : Factual Information

II : Implied Information

And based on the table above the average is as the following:

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

$$M_X = \frac{2825}{40}$$

$$M_X = 70{,}62$$

## B. Data Analysis

Based on the calculation the students score, the mean of the total score was in the students' ability in listening analytical exposition text of eleventh grade students of senior high school. The data was analyze by considering to the formulation of the study which had been stated in the first chapter they are:

1. Are the students' able to finding information in listening analytical exposition text

2. What are the students difficulties in listening analytical exposition text

Those were the question that should be analyzed in this research consulting to the description of the data.

## 1. The students ability in fiding information in listening analytical exposition text

Finding the students ability in getting information in listening analytical exposition text, the percentage formula was used to calculate the students score in answering the test. The calculation consulted to the criteria of ability. Criteria of determining their ability was shown based on the criteria of ability by using KKM at SMK Swasta Bandung 1, to be categorize as able and unable as follow

**Table 4.2**
**The Criteria of Ability**

| Quantitative Ability | Qualitative Ability | Ability |
|---|---|---|
| 80-100 | Very good | Able |
| 60-79 | Good | Able |
| 50-59 | Poor | Unable |
| 49 | Very poor | Unable |

**Table 4.3**
**The Students' ability in listening analytical expostion text**

| No | Students Initial Name | Score | Qualitative | Ability |
|---|---|---|---|---|
| 1 | PN | 80 | Very good | Able |
| 2 | LT | 55 | Poor | Unable |
| 3 | CSP | 70 | Good | Able |
| 4 | ES | 80 | Very good | Able |
| 5 | IY | 65 | Good | Able |
| 6 | NA | 70 | Good | Able |
| 7 | LP | 65 | Good | Able |
| 8 | TD | 55 | Poor | Unable |
| 9 | SC | 90 | Very good | Able |
| 10 | VR | 40 | Very poor | Unable |
| 11 | RS | 70 | Good | Able |
| 12 | CS | 80 | Very good | Able |
| 13 | CC | 70 | Good | Able |
| 14 | VS | 50 | Poor | Unable |
| 15 | SR | 50 | Poor | Unable |
| 16 | DT | 80 | Very good | Able |
| 17 | ND | 80 | Very good | Able |
| 18 | NS | 65 | Good | Able |
| 19 | WL | 60 | Good | Able |
| 20 | IPS | 70 | Good | Able |
| 21 | NH | 90 | Very good | Able |
| 22 | IK | 80 | Very good | Able |
| 23 | MK | 70 | Good | Able |
| 24 | NAI | 70 | Good | Able |
| 25 | AB | 65 | Good | Able |
| 26 | NH | 80 | Very good | Able |
| 27 | ASS | 80 | Very good | Able |
| 28 | LSN | 50 | Poor | Unable |
| 29 | FM | 95 | Very good | Able |
| 30 | RA | 90 | Very good | Able |

| 31 | NR | 70 | Good | Able |
|---|---|---|---|---|
| 32 | NN | 75 | Good | Able |
| 33 | MG | 85 | Very good | Able |
| 34 | FL | 80 | Very good | Able |
| 35 | SAR | 35 | Very poor | Able |
| 36 | MTL | 75 | Good | Able |
| 37 | HWP | 85 | Very good | Able |
| 38 | DA | 75 | Good | Able |
| 39 | SW | 50 | Poor | Unable |
| 40 | PSWS | 80 | Very good | Able |
| | **Total** | **2825** | | |

Based on the table 4.3 the students' ability in listening analytical exposition text could be desribe as follow:

There was 2 students out of 40 students who got the score between 0-49 with the criteria very poor as explained in detail as follows. There was 1 students got score 35, and there were 6 students out of 40 students, who got score between 50-59 with the criteria poor as explained in the detail as follow. There was 4 students got score 50 and 2 students gained 55.

Then, there were 16 out of 40 students , who gained score between 60-79 with the criteria good, where there were 1 students got 60, 4 students had score 65, 8 students got score 70, and 3 students gained 75.

There were 16 out of 40 students , who obtained score between 80-100 with the criteria very good, where there were, 1 student got score 95, 3 students got score 90, 2 students gained score 85 and 9 students own score 80.

The researcher analyzed the data in order to know students' ability in listening analytical exposition text. By implementing formula:

$$Q = \frac{X}{Y} \times 100\%$$

Notes :

    Q     = The percentage of studesnts' able and unable

    X     = The number of students' able and unable

    Y     = The number of whole sample

Finally, shown that above 2 students got criteria very poor, 6 students found criteria poor, then 16 students had criteria good, and 16 students gained criteria very good. The percentage of every grade criteria and ability can be drawn in the following table:

**Table 4.4**
**The Percentage of ability predicate**

| No | Qualitative predicate | Students | Percentage | Ability | Students | Percentage |
|----|-----------------------|----------|------------|---------|----------|------------|
| 1 | Very good | 16 | 40% | | | |
| 2 | Good | 16 | 40% | Able | 32 | 80% |
| 3 | Poor | 6 | 15% | | | |
| 4 | Very poor | 2 | 5% | Unable | 8 | 20% |
| | Total | 40 | 100% | | 40 | 100% |

Table 4.4 shown that 16 students or 40% were very good, 16 students or 40% were good, while 6 students or 15% were poor and 2 students or 5% very poor. The the other word there were 32 students or 80% students were able to listening analytical exposition text and 8 students or 20% unable to listening analytical exposition text.

## 2. The students difficulties in listening analytical exposition text

The next analysiswas done to find out the students' difficulties in listening analytical exposition text. For this purpose, analysis was donein which each indicator of the test was based on the students answer.

**Table 4.5**
**The criteria of the test**

| Indicators | Number of question | Total |
|---|---|---|
| Detail information | 11, 12, 13, 14, 15 | 5 |
| Factual information | 1, 2, 3, 4, 5 | 5 |
| General information | 6, 7, 8, ,9, 10 | 5 |
| Implied information | 16, 17, 18, 19, 20 | 5 |
| **Total number of question** | | **20** |

**Table 4.6**
**The students difficulties in listening analytical exposition text**

| No | Students Initial Name | Indicator | | | |
|---|---|---|---|---|---|
| | | DI | FI | GI | II |
| 1 | PN | 5 | 5 | 4 | 2 |
| 2 | LT | 2 | 5 | 2 | 2 |
| 3 | CSP | 1 | 5 | 5 | 3 |
| 4 | ES | 5 | 5 | 4 | 2 |
| 5 | IY | 3 | 4 | 4 | 2 |
| 6 | NA | 3 | 5 | 4 | 2 |
| 7 | LP | 1 | 5 | 4 | 3 |
| 8 | TD | 3 | 3 | 2 | 3 |
| 9 | SC | 3 | 5 | 5 | 5 |
| 10 | VR | 2 | 3 | 1 | 2 |
| 11 | RS | 3 | 5 | 4 | 2 |
| 12 | CS | 5 | 5 | 3 | 3 |
| 13 | CC | 1 | 5 | 4 | 4 |
| 14 | VS | 1 | 3 | 3 | 3 |
| 15 | SR | 1 | 5 | 3 | 1 |
| 16 | DT | 4 | 5 | 4 | 3 |
| 17 | ND | 4 | 5 | 4 | 3 |
| 18 | NS | 1 | 5 | 4 | 3 |
| 19 | WL | 3 | 4 | 4 | 1 |
| 20 | IPS | 3 | 5 | 4 | 2 |
| 21 | NH | 5 | 5 | 3 | 5 |
| 22 | IK | 3 | 5 | 3 | 5 |

| 23 | MK | 1 | 5 | 4 | 4 |
|----|------|-----|------|------|------|
| 24 | NAI | 3 | 4 | 4 | 3 |
| 25 | AB | 4 | 3 | 3 | 3 |
| 26 | NH | 2 | 5 | 5 | 4 |
| 27 | ASS | 3 | 5 | 4 | 4 |
| 28 | LSN | 2 | 2 | 2 | 4 |
| 29 | FM | 4 | 5 | 5 | 5 |
| 30 | RA | 4 | 5 | 4 | 5 |
| 31 | NR | 3 | 4 | 4 | 3 |
| 32 | NN | 4 | 5 | 3 | 3 |
| 33 | MG | 4 | 5 | 5 | 3 |
| 34 | FL | 4 | 5 | 3 | 4 |
| 35 | SAR | 1 | 3 | 1 | 2 |
| 36 | MTL | 3 | 5 | 4 | 3 |
| 37 | HWP | 4 | 5 | 5 | 3 |
| 38 | DA | 4 | 5 | 2 | 4 |
| 39 | SW | 2 | 5 | 2 | 1 |
| 40 | PSWS | 5 | 5 | 3 | 3 |
| | **Total** | 119 | 183 | 141 | 122 |
| | **Avarage of each indicator** | 2,90 | 4,50 | 3,50 | 3,05 |

Based on the table above we can could see that:

1. In finding detail/spesific information indicator, students score is 2,90; it means that their ability is fair to poor.Several difficulties mostly because students have major problem. The problem are students achievement in listening is low, students just listen what they heard but do not understand what the meaning of speakers says.

2. The students average score in finding factual information was 4.50 : it means that their ability is good to average.

3. In finding general information indicator, the students average score was 3.50. it means that their ability is good to average.

4. In finding implied information indicator, the students average score 3.05 : it means that their ability is in level fair to poor.It because students has

listening comprehension problems that are students has limited knowledge of vocabulary and grammar.

## C. Findings

Based on the data analysis, so the researcher found:

1. The result of this research described that the students' ability in listening analytical exposition text there were 32 students or 80% were able and 8 students or 20% were unable to listening analytical text. So, in this research the students are able in listening analytical exposition text.

2. The students difficulties in listening analytical exposition text were focus in finding detail/spesific information and implied information. In finding detail/spesific information the students avarage 2.90, it mean that their ability in the level was fair to poor and for finding implied information the students average 3.05, it means that their ability in the level was fair to poor. In finding specific/detail information students achievement in listening is low and for finding implied information students has listening comprehension problem that are limited knowledge of grammer and vocabulary.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## C. Conclusions

Based on the finding, the conclusion of this research can be stated that, there were 32 or 80% categories as "able"and only 8 students or 20% categories 'unable'. It means the students at SMK Swasta Bandung 1 were able in listening analytical exposition text.

In listening analytical exposition text , the students get difficulties in finding spesific/detail information and finding implied information. Because students achievement in listening is low and students has listening comprehension problem that are students has limited knowledge of grammar and vocabulary.

## D. Suggestions

In the relation to the conclutions above, suggestions are staged as follow:

1. Based on the students' difficulties, the teacher should try to find the more effective ways to teach listening analytical exposition text.

2. The teacher should concern the students who are unabe to listen analytical exposition text, and can also motivate the students to be interested in studying English especially in listening analytical exposition text.

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