

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY TO
LISTEN TO MONOLOGUE (BIOGRAPHY) AT ENGLISH
DEPARTMENT OF BUNG HATTA UNIVERSITY**

THESIS



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ACKNOWLEDGMENTS



Assalamu'alaikum warohmatullahi wabarokatuh.

Alhamdulillahirrabil'alamin. First, and foremost, the researcher would like to express her great thanks to the Almighty God-Allah SWT who has given blessing, strength, health, opportunity and patient to finish this thesis to be submitted to fulfill a partial requirement for getting strata one (S1) degree from English Department, the Faculty of Teacher Training and Education (FKIP) Bung Hatta University.

The researcher wishes to express her gratitude and appreciation to her advisors, Fitrina Harmaini, S.S., M.A. as first advisor and Dra. Ernati, M.Pd. as second advisor, who have given guidance, share their time and expertise in completing this thesis. She also wants to express her gratitude to Dra. Ernati, M.Pd. as the Head of English Department, Drs. Khairul Harha, M.Sc. as the Dean of the FKIP Bung Hatta University and Drs. Yusrizal, M.Si. as the vice Dean.

The researcher also wants to say thanks to all lecturers who has taught and guided her everyday in the great campus. She feels that the lecturers are very nice and caring to the all students. She hopes that Allah SWT always blesses them all.

The researcher extends her great thanks to her beloved mother (Elly Sabeth), father (Abdul Wahab), sister (Maulidian Nurul Islami) who gave love, motivation, spirit, material, prayer, support, and everything that has wonderful meaning for her life.

The researcher also wants to say great thanks to all of UKM FSI Nurul Jannah members who has given her pray, spirit, and motivation to finish my thesis. May Allah bless them all always. Her special thanks is also delivered to her kind sister (Nuri Fransiska) who has helped her to do research, giving beautiful motivation in all condition, and sharing her experiences to improve my spirit to finish my thesis. May Allah always bless her. The great thanks is also delivered to her friend (Bagus Putra) who has lended his laptop until finishing my thesis. May Allah repay his kindness. She also want to say thanks to her close friends (Mellisa Muhammad, Legi Anggraini, Silvi Ezianita and Rizki Kurniawan) for giving motivation for struggling and having the hard moments we faced together, and she also says thanks for all of her friends that cannot be mentioned one by one who have given motivation and spirit to her.

Finally, The researcher hopes that this thesis is going to be useful for everyone who is involved in the process of teaching and learning English. She realizes that this thesis is not perfect yet and has several mistakes. Therefore, she welcomes any suggestions or critisms from the reader to improve this thesis.

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ABSTRACT

Nuansa, Wira Puspa. 2017. An Analysis of the Second Year Students' Ability to Listen to Monologue (Biography) at English Department of Bung Hatta University

Advisors: 1. Fitriana Harmaini, S.S., M.A.
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This research was aimed to describe the ability of the second year students of Bung Hatta University to listen to monologue (biography). The design of this research was descriptive method. The population of this research was the second year students of Bung Hatta University. The total number of population members were 29 students. There were 15 students became sample. The researcher used *simple random sampling technique* in taking the sample.

In collecting the data, the researcher used listening test, a kind of multiple choice test. It was focused on listening to monologue (biography). The researcher tried it out to the population out of the sample before giving it to the sample. The researcher found the reliability index using *split half method*, *Pearson Product Moment Formula* and *Spearman Brown Formula*. It was found the reliability index of the test was 0.59 (see Appendix 5). It means the test was reliable and it could be used as instrument of this research.

The result of this research showed that the ability of the second year students of Bung Hatta University in comprehending the monologue (biography) was moderate. It was proved by the fact that (67%) students had moderate ability. In detail, the students' ability in comprehending the orientation was moderate. It was proved by the fact that 8 students (53%) had moderate ability. The students' ability in comprehending record of events was moderate. It was proved by the fact that 9 students (60%) had moderate ability. Then, the students' ability in comprehending re-orientation part of biography was moderate. It was proved by the fact that 6 students (40%) had moderate ability.

Based on the findings, it can be concluded that the students' ability in comprehending the monologue (biography) was moderate. Relating to this, the researcher suggests to the English lecturers at Bung Hatta University to give more exercises about listening to monologue (biography). In order to improve the students' ability to comprehend monologue (biography), they are suggested to learn harder about listening to monologue (biography), and expected to do more exercises in order to increase their ability in comprehending the monologue (biography).

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CHAPTER I

INTRODUCTION

1.1. Background of the Problems

English is the most popular language in the world which has been used in many developing countries. As an international language, English has become a study which is necessary to be learnt. English has four language skills; they are listening, speaking, reading and writing. Listening skill is very important in classroom learning process (Hamouda in Gilakjani & Sabouri, 2013, p. 123). It plays a vital role in learning English as a second or foreign language (ESL/EFL). Therefore, language instructors, teachers, lecturers and students ought to pay attention to the listening ability. When we learn listening course, we need to understand and comprehend what we listen. If we cannot comprehend oral information well, the communication does not occur. That is why listening has an important role in the communication and learning process.

According to Rost in Gilakjani & Sabouri (2016, p. 124), listening skill is one of necessary elements in creating successful communication. Without listening, we cannot receive information that we need. In general, a listener who cannot listen and produce what he/she listens, it will be hard to understand what he/she hears. Students have to listen to the explanation from the teacher or lecturer. Without listening carefully, the lessons are misunderstood, and the lecturers or teachers can easily become frustrated and irritated because they feel that their students do not understand what they explain. In other words, if the students fail to understand the topic which they are talking about in the classroom, they will get nothing, and the process of learning in the classroom will be stuck.

There are many different kinds of listening. They are listening to the news, weather forecast, sports report and announcements on the radio. We also listen to arrangements or exchanging news with acquaintances through the telephone, hearing announcements over the loudspeaker at a railway station or airport, attending a lesson or seminar, watching a film, theatre show, television program, hearing a speech or lecture, listening to recorded and broadcast songs (Ma, 2010, p. 464). All of those kinds of listening often happen in our daily life.

In everyday life, we listen to a conversation. It means that in a dialogue, there will be a speaker and listener. When talking with someone, particularly we have to listen to other carefully. We need to pay attention in order that we get the point which the other transfers. In the classroom learning process, we do discussion session to find out a solution to the problem faced so we have to know well what point that we were talking about. Therefore, listening skill is so necessary. If we have an excellent skill to listen to conversation, we will not be lost about the topic which is talking at that time. We will understand it at all.

Beside listening to a conversation, there is also listening to monologue. Dialogue or conversation is between two or more person speaking each other, and they will talk about something whether it is about debating or just talking casually. Monologue is different from conversation. It is a personal and participatory speech act, even though only one person may be speaking (Davis, 2007, p. 179).

There are various kinds of monologue. They are lecturing, weather forecast, sport report, news report in the radio or television, announcements at a train station or airport, biography or interesting people and many others. Lecturing can

be monologue because the teacher was only professing his/her knowledge to a passive audience. The students just listen to their lecturer's explanation. Weather fore cast, sport report, news report in the radio or television can be a monologue because we only listen to the speaker without replying what it was saying. We often listen to announcements on a train station or airport. We listen to the specific information from it. The announcement is also monologue because there is only one speaker who is speaking. Listening to an audio about biography or interesting people is one of example of monologue. We can listen an audio about biography of famous person in a radio or television. When we listen an announcer or a presenter who was talking about someone or biography of a famous person, we can also listen to monologue because we only listen and find the general or specific information about the biography.

Based on an informal interview with several students in the second year class on 19 of May 2017 (see Appendix 26), English Department in Bung Hatta University, the second year students have studied listening to monologue subject. They took this subject after they have learnt listening to dialogue at the second semester. There are various topics listened in the listening to monologue subject. One of them is listening to biography. They said that they had studied listening to monologue subject after they learnt listening to dialogue, and they also said that the major problem in listening to monologue is to hard for them to comprehend the main points of someone's biography. They get difficulty to understand what the native speakers say. They have lack of vocabulary. Whereas, in comprehending monologue biography, they have to know the meaning of the words listened. They said that the native speakers were speaking so fast. They

have studied monologue biography in the fourth semester. The researcher wanted to know their ability in comprehending the monologue biography. Therefore, the researcher is interested in conducting a research on their ability in listening to monologue especially listening to biography.

1.2. Identification of the Problems

There are some problems faced by the students in listening to monologue. In general, they do not apply strategies in listening. The strategies in listening according to Gilakjani & Sabouri(2016, p. 124) are metacognitive strategies, cognitive strategies and social-affective strategies. According to Rubin in Gilakjani & Sabouri (2016, p. 124), metacognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. For example, the listeners should know the aims of a listening task and apply specific features of the aural language input that make easy to understand oral information. The cognitive strategies are related to understanding and gathering input in short-term memory or long-term memory for later use.

Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of knowledge (Azmi, et al., in Gilakjani & Sabouri,2014, p. 124). Abdalhamid in Gilakjani & Sabouri (2016, p. 125) expressed that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. They merely try to understand every word, but they just have limited vocabularies. They did just

guessing the important information based on the general vocabularies which often they hear. They do not process all the words they listen. Processing all the words means concluding the information they listen. For instance, they listen to a news report then they try to understand all of information of the news. Furthermore, they only hear by using a quick glimpse without knowing one by one the words that the audio was playing. They only pick-dirty one word they know. In the other words, they only listen to the meaning of the vocabularies that they know without processing and understanding the other words whereas they can use clue based on the other words before they know the meaning of the words which they do not know. In addition, they have a problem with their hearing, or the situation was so noisy and not comfortable for listening. They do not always feel comfortable to listen because the room is not soundproof so that the sounds from outside are still heard. They get bored when listening so that they do not really pay attention for it.

The second year students also have problem in listening to monologue such as having lack of vocabulary, in appropriate listening strategies, and confusing in comprehending the contextual meaning of biography.

There are some types of monologue. They are lecturing, weather forecast, sport report, news report in the radio or television, announcements at a train station or airport, biography or interesting people and many others. Those types of monologue is often practiced by the students in the listening classroom process, and the speaker who is talking on the tape was native speaker. As we know that the native speakers have excellent pronunciation, and they talk very fast. The second year students of Bung Hatta University has crucial problem in the listening to monologue 'biography' which is heard to the student by saying from the native

speaker who is talking very fast. Biography has some elements. They are orientation, record of events and re-orientation. In the orientation, biography often tells about the participants. It provides about whom, where and when. In the record of events, biography tells about what happened, and it presents event in temporal sequences. It is usually recounted in chronological order. Re-orientation is optional-closure of events. From the elements, the students get the difficulties to comprehend native speakers who talk very fast so it is difficult for them to understand what the speaker said about those elements.

1.3. Limitation of the Problems

The researcher limited the problem on the students' ability in listening to the monologue. Since there are many types of monologue; lecturing, weather forecast, sport report, news report in the radio or television, announcements at a train station or airport, biography of interesting people and many others, the researcher only focused in listening to biography because the second year students of Bung Hatta University has studied listening to monologue biography, especially the biography of well known people.

1.4. Formulation of the Problems

Based on the limitation of the problem, the researcher formulated the problem in the following question, "How is the students' ability at English Department of Bung Hatta University to listen to the monologue (biography)?"

1.5. Research Questions

For the research questions, the researcher made several questions from the problem which the researcher formulated. They are:

1. How is the students' ability to comprehend the orientation part of the biography?
2. How is the students' ability to comprehend the record of events part of the biography?
3. How is the students' ability to comprehend the re-orientation part of the biography?

1.6. Purpose of the Study

The main purpose of the study is to describe the second year students' ability to listen to the monologue (biography). The specific purposes are:

- a. To describe the students' ability to comprehend the orientation part of the biography.
- b. To describe the students' ability to comprehend the record of events part of the biography.
- c. To describe the students' ability to comprehend the re-orientation part of the biography.

1.7. Significance of the Study

The researcher hoped that this research gave the advantages as followings:

1. For the researcher, she got knowledge and skill to do research.
2. For the students, they know their ability to listen to monologue (biography).
3. For the lecturers, the lecturers can improve their students' listening ability in listening to the monologue especially in listening to biography.

4. For the other researcher, it will be a reference for the next research, and this research will be also expected to be useful to enrich the development for listening skill.

In addition, the researcher hopes that the research would be useful especially for herself in improving to process of listening.

1.8. Definition of Key Terms

To avoid the misunderstanding and misinterpretation in this research, it is necessary to define the key terms as follows:

1. Listening ability is the ability to identify and understand what others say or speak. This involves name, date and place of birth, the chronological events of biography.
2. Monologue is a personal and participatory speech act, even though only one person may be speaking (Davis, 2007, p. 179).
3. Biography in listening is a record of a person's story which is written by someone else. It can be written by him/herself, and it named autobiography (Mulyadi & Andriyani, 2016, p. 39). In this research, biography will become a main topic which will be listened to the sample of the research through an audio.
4. On this research, the listening ability to listen to monologue 'biography' is an ability to comprehend the parts that consists in the biography which we listen. We know and understand each events that happened in a biography, for example, about the date and place of birth of an interesting or famous people.
5. Keyterms are the brief explanation to give the meaning of this research.