

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY TO LISTEN
TO CONVERSATION AT ENGLISH DEPARTMENT OF BUNG HATTA
UNIVERSITY**

Thesis

*Submitted to fulfill a Partial Requirement for S-1 degree at English Department, The
Faculty Teacher Training and Education, Bung Hatta University*



By:

DOLI DWI SAPUTRO.S

1210013121007

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2017**

ACKNOWLEDGEMENTS



First of all, the researcher says all praises to Allah SWT who has given the health and strength to him during completing this thesis. A big greet is also sent to the Prophet Muhammad SAW who had good behaviour and has given example for all Moslems in the world.

This thesis is presented to fulfill a partial of the requirements for S-1 Degree entitled “An Analysis of the Second Year Students’ Ability to Listen to Conversation at English Department of BungHatta University”.

The researcher would like to show his gratitude to his advisors. Drs. Syamsul Huda, M.Pd and Dra. Lisa Tavriyanti, M.Pd. who had patiently given valuable advice and guidance to finish this thesis. He also thanks the Dean of the Faculty of Teacher Training and Education of Bung Hatta University, Drs. Khairul, M.Sc., the Vice Dean of the Faculty of Teacher Training and Education of Bung Hatta University, Drs. Yusrizal, M.Si., the Chairwoman of English Department, Dra. Ernati, M.Pd., and also to the Secretary of English Department, Dra. Lisa Tavriyanti, M.Pd. Furthermore, the researcher would thank all lecturers who have helped and guided him during his study in this department.

Then the researcher extends his regards and blessing to his beloved parents, R.Simamora , who have prayed and motivated him so that he could finally finish this

thesis. The researcher would also thank to her brother and sisters, Ucok Ika Saputra, Sisca Andriyani, S.Pd, Andriya Roza, S.Pd who has supported him in financial needs during his study and his thesis writing. And a deep appreciation is given to my best friends, Afif Aqsha, Asep Anwar Subarna, Jovan, Dea Amanda Ciputra, Syarifah Eriani, Yuliani Anggreyeni Caniago, Hellisa Putcani, Mutia Safitri, Salmah Ade Ningrum, Aulia Sri wahyuni, Isfeb Muzammil, Tri Julman, Mulya Andika, Albahru Iلمي, Irmandi, Rian Ramadhi and Bob Ikhsan who have always going along with him in facing all the laughter and tears during his study.

Finally, the researcher realizes that his thesis still has some weaknesses and mistakes. Thus, he would be grateful to accept any suggestions and corrections from anyone for the better writing.

Padang, January 2017

The Researcher

ABSTRACT

Saputro.Doli Dwi. 2017. *“An Analysis of the Ability of the second Year Students of English Department at Bung Hatta University to Listen to Conversation”*..

Advisors : 1. Drs. Syamsul Huda, M.Pd.
2. Dra. Lisa Tavriyanti, M.Pd.

Purpose of this research is to find out the ability of the second year students of English Department at Bung Hatta University in listening to English conversation. The design of this research was descriptive in nature. The population members of this research were 31 students of English Department at Bung Hatta University. In selecting the sample, the researcher used random sampling technique. The number of sample members was 20 students. The instrument used to get the data was listening test in form of short answer. The researcher has found the reliability of the test by using inter-rater technique. It was found that the coefficient of correlation was high (75). It means that the test was reliable.

The result of the data analysis showed that the second year students of English Department at Bung Hatta University were classified into having moderate ability. It was proved by the fact that 13 student from 20 students (65%) had moderate ability. In detail, the classification of students' ability in comprehending the participants in listening to conversation was having moderate ability. It was proved by the fact that 16 students (80%) had moderate ability. The classification of students' ability in comprehending the topic in listening to conversation was having moderate ability. It was due to the fact that 17 students (85%) had moderate ability. The classification of students' ability in comprehending the place in listening to conversation was having moderate ability. It was proved by the fact that 10 students (50%) had moderate ability. The classification of students' ability in comprehending the time in listening

to conversation was having moderate ability. It was proved by the fact that 10 students (50%) had moderate ability.

Based on the result of the research, the English lecturers are suggested to give more exercises and motivation to the students. The students are expected to learn more and to do more exercises in listening to conversation. Furthermore, the researcher suggests the next researcher to find out students' difficulties in listening to conversation.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF CHARTS	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	
1.1 Background of the Problems	1
1.2 Identification of the Problems	3
1.3 Limitation of the Problems.....	5
1.4 Formulation of the Problems.....	6
1.5 Research Questions	6
1.6 Purposes of Research	7
1.7 Significance of Research.....	7
1.8 Definition of Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Listening.....	8
2.1.1 Types of listening	9
2.1.2 Listening and Foreign Language Learner.....	9
2.1.3 Aspect to be Taken into Account in listening	10
2.1.4 Reasons for Listening.....	11

2.1.5	Listening Comprehension Problems.....	12
2.2	Conversation.....	13
2.2.1	Component is a Conversation.....	14
2.2.2	Conversation and its Activities / Features	15
2.2.3	Example of Conversation	16
 CHAPTER III RESEARCH METHOD		
3.1	Research Design.....	19
3.2	Population and Sample.....	20
3.3	Instrumentation.....	21
3.3.1	Validity of the Test.....	22
3.3.2	Reliability of the Test.....	23
3.3.3	Item Difficulty.....	24
3.3.4	Item Discrimination.....	25
3.4	Technique of Collecting Data.....	26
3.5	Technique of Analyzing Data.....	27
 CHAPTER IV FINDINGS AND DISCUSSIONS		
4.1	Findings.....	29
4.1.1	Students' Ability to Listen to Conversation	30
4.1.2	Students' Ability in Comprehend the Participant in Listening to Conversation.....	31
4.1.3	Students' Ability in Comprehend the Topic in Listening to Conversation.....	32

4.1.4	Students' Ability in Comprehendi the Place in Listening to Conversation.....	33
4.1.5	Students' Ability in Comprehend the Time in Listening to Conversation.....	34
4.2	Discussions.....	35
4.2.1	Students' Ability to Listen to Conversation	36
4.2.2	Students' Ability in Comprehending the Participants to Listening to Conversation.....	37
4.2.3	Students' Ability in Comprehending the Topic in Listening to Conversation.....	38
4.2.4	Students' Ability in Comprehending the Place in Listening to Conversation.....	39
4.2.5	Students' Ability in Comprehending the Time in Listening to Conversation.....	40
 CHAPTER V CONCLUSIONS AND SUGGESTIONS		
5.1	Conclusions	41
5.2	Suggestions.....	42
BIBLIOGRAPHY		44
APPENDIX.....		46

LIST OF TABLES

Table 3.1	The Distribution of Population.....	24
Table 3.2	Item Specification.....	25

LIST OF CHARTS

Chart 4.1	Students' Ability to Listen to Conversation	35
Chart 4.2	Students' Ability to Comprehend Participants in Listening to Conversation.....	36
Chart 4.3	Students' Ability to Comprehend Topic in Listening to Conversation.....	37
Chart 4.4	Students' Ability to Comprehend Place in Listening to Conversation.....	38
Chart 4.5	Students' Ability to Comprehend Time in Listening to Conversation.....	39

LIST OF APPENDICES

Appendix 1: The Form of Try Out Test in Listening to Conversation.....	49
Appendix 2: The Dialogues and Key Answers of Try Out Test in Listening to Conversation	51
Appendix 3: Item Analysis of Students' Try Out Test in Listening to Conversation 57	
Appendix 4: The Estimation of Reliability Coefficient Correlation of Try Out Test in Listening to Conversation.....	59
Appendix 5: The Calculation of Item Difficulties of Listening to Conversation Test (Try Out).....	61
Appendix 6: The Calculation of Item Discrimination of Listening to Conversation Test (Try Out)	62
Appendix 7: The Result of Analyzing Item Difficulties and Item Discrimination of Listening to Conversation Test (Try out)	63
Appendix 8: The Form of Real Listening to Conversation Test.....	64
Appendix 9: The Dialogues and Key Answers of The Real Listening to Conversation Test	66
Appendix 10: Item Analysis of Students' Real Test in Listening to Conversation	72
Appendix 11: The Students' Scores in Comprehending Participants, Topic, Place and Time in Listening to Conversation.....	74
Appendix 13: The Students' Scores In Listening to Conversation	76
Appendix 14: The Percentage of Students' Ability in Listening to Conversation.	78
Appendix 15: The Students' Scores in Comprehending the Participants in Listening to Conversation	79
Appendix 16: The Percentage of Students' Ability in Comprehending the Participants in Listening to Conversation	81
Appendix 17: The Students' Scores in Comprehending the Topics in Listening to Conversation	82

Appendix 18: The Percentage of Students' Ability in Comprehending the Topics in Listening to Conversation	84
Appendix 19: The Students' Scores in Comprehending the Place in Listening to Conversation	85
Appendix 20: The Percentage of Students' Ability in Comprehending the Place in Listening to Conversation	87
Appendix 21: The Students' Scores in Comprehending the Time in Listening to Conversation	88
Appendix 22: The Percentage of Students' Ability in Comprehending the Time in Listening to Conversation	90

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms.

1.1 Background of the Problem

English is very important to be mastered by everyone since it is official used as a means of international communication. It is widely used in every kind of activities all over the world so in Indonesia it is one of the foreign languages taught as a compulsory subject at schools of different levels.

Teaching English comprises four basic skills: listening, speaking, reading, and writing. Mastering skill helps one to understand oral message, but it requires efforts from student. To Indonesian students as foreign students of English mastering listening skill could only be gained through learning process. We should have good listening to support our communication more fluently. However, most Indonesian people including the students face difficulties in communication using English. For example, the students still cannot understand listening materials, like listening to conversation in English. They hear and enjoy the English conversation, but they do not know the meaning and spelling of the words. Problems might occur during learning process. According to Underwood (1989) problems might be accounted by the learner includes lack of control over the speed at which speakers speak and the

listeners' limited vocabulary. Further, Underwood (1979) offers ways of improving listening skill through listening to the stories, listening to the music and song in English. In this research, the researcher used listening to a conversation to solve the problem. Learning English with song can make the students enjoy themselves and decrease their mental blocks. By listening to conversation, students collect new vocabularies and know how to pronounce them well.

From the background, the researcher is interested to do research on the students' ability to listen to conversation under the topic "*An Analysis of the second year student ability to listen to conversation at English Department of Bung Hatta University*". Reasons are varied. Firstly, they have learned listening class, grammar class, vocabulary class and pronunciation class.

1.2 Identification of the Problems

Listening is one of the difficult skills to be studied by foreign language learners. In fact, students find some problems as stated on the background above. Those problems may be caused by some reasons such as they try to understand every word, the listener has a limited vocabulary, listener may lack contextual knowledge they just know the most important words, they do not recognize the words that they know and they get tired, they have a mental block, they are distracted by background noise, they can't cope with not having images, they have hearing problems and they can't tell the difference between the different voices.

1.3 Limitation of the Problem

The researcher limited his research on the second years tudents' ability to listen to at English Department of Bung Hatta University to comprehend who the participants and what the settings are. The participants mean the speakers while the settings mean the topic, place and time.

1.4 Formulation of the problem

The problem in this research was formulated as follows “How is ability of the second year students’ at English Department of Bung Hatta University to listen to conversation?”

1.5 Research Questions

Based on the formulation of the problem above, the research questions are formulated below:

1. How is the students’ ability to comprehend the participants in the Conversation listened ?
2. How is the students’ ability to comprehend the topic in the Conversation listened ?
3. How is the students’ ability to comprehend the places in the Conversation listened ?
4. How is the students’ ability to comprehend the time in the Conversation listened ?

1.6 Purposes of the Research

The general purpose of this research was to find out the ability of the second year students of English Department at Bung Hatta University to Listen to conversation conversation. Specifically The purposes of the research were:

1. To describe the second year students' ability to comprehending participants in the Conversation listened .
2. To describe the second year students' ability to comprehending the topic in the Conversation listened .
3. To describe the second year students' ability to comprehending places in the Conversation listened .
4. To describe the second year students' ability to comprehending the time in the Conversation listened .

1.7 Significance of the Research

Finding of this study were expected to be useful for both teacher and students. To English teacher, the results of this research could be considered as the meaningful information about the students' ability in listening to conversation. For the student, they can more knowledge in listening and they should know their ability listening to conversation.

In addition, the researcher hoped that this writing would be useful especially for himself in improving to process of listening. the process of listening occurs in five stages, they were hearing, understanding, remembering, evaluating, and responding.

1.8 Definition of Key Terms

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

1. Ability is natural attitude or acquired proficiency students with different abilities (Jack in Dasni, 2013:5). In this case, it is particularly to listening conversation.
2. Listening is the active process of receiving and responding to spoken (and sometimes unspoken), (Richard, 2006).
3. Dialogue is a form of interactive, spontaneous communication between two or more people. Typically it occurs in spoken communication and contains of its participant, topic, place and time that are mentioned in it. (Thornbury & Diana, 2006).
4. Participants are the people who are mentioned in the conversation,
5. In linguistics, the topic of a conversation is what is being talked about, Warren (2006).
6. Place is the location mentioned in the conversation, Warren (2006).
7. Time is the time mentioned in the conversation, Warren (2006).