

**AN ANALYSIS OF THE FOURTH-YEAR STUDENTS' LISTENING
ABILITY IN UNDERSTANDING SHORT EXPRESSIONS IN DIALOGUE
AT THE ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY**

THESIS



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BUNG HATTA UNIVERSITY
PADANG**

2024

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*Submitted to Fulfill a Partical Requirement for Getting an S-1 Degre at the English
Department of the Faculty of Teacher Training and Education Bung Hatta University*



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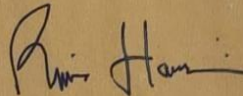
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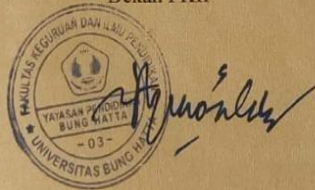
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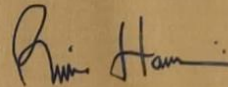
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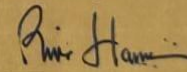
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ABSTRACT

Pratama, Galih. (2024). *An Analysis of the Fourth-Year Students' Listening Ability in Understanding Short Expressions in Dialogue at the English Department of Bung Hatta University*

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This thesis by Galih Pratama from the English Department at Bung Hatta University delves into the analysis of fourth-year students' listening ability in understanding short expressions in dialogue. The aim of this study was to evaluate the listening ability of fourth-year students at Bung Hatta University in comprehending short expressions, specifically focusing on agreement, suggestion, and negation. The methodology involved assessing students' comprehension through dialogue interactions and analyzing their responses to short expression prompts.

The findings of the study revealed varying levels of proficiency among the students. Agreement expressions were most accurately understood, with 79% demonstrating excellent proficiency, 21% exhibiting good proficiency, and none showing moderate or low proficiency. However, suggestion expressions posed challenges, with only 46% displaying excellent proficiency, 50% exhibiting good proficiency, and 4% demonstrating moderate proficiency. Meanwhile, negative expressions showed better stability, with 64% demonstrating excellent proficiency, 29% exhibiting good proficiency, and 7% demonstrating moderate proficiency.

In conclusion, while fourth-year students exhibited commendable proficiency in understanding short expressions, particularly in agreement expressions, challenges were evident in comprehending suggestion expressions. Targeted interventions are recommended to enhance proficiency in this area. Additionally, students are encouraged to engage in regular listening practice sessions and expand their vocabulary. Future research endeavors should focus on addressing vocabulary-related challenges and exploring additional complexities in auditory comprehension, especially concerning various expressions.

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CHAPTER I INTRODUCTION

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

1.1 The Background of the Problem

Listening has an important role in daily life communication for human. But for some people, to learn listening skill in English is so difficult. According to Sitohang & Siregar (2015) students often face several challenges when it comes to listening. These challenges, listed in order of frequency, include quickly forgetting what they hear, not being able to recognize familiar words, understanding the message but not the intended meaning, neglecting the next part while trying to understand the meaning, and struggling to create a mental representation of what they've heard. One of the reasons for these challenges is the difficulty of hearing accurately, as sometimes students may not be able to hear what the speaker is saying.

In learning by listening, many expressions are taught to students. Because in learning through listening, students can hear many forms of expressions, whether in a conversation or monologue. In a conversation, Nur (2006) states that there are many different expressions, such as expressions of apology, expressions of asking others, expressions of gratitude, expressions of introduction, expressions of greetings, expressions

of certainty or uncertainty, expressions of like or dislike, expressions of suggestion, expressions of negatives, and expressions of agreement or disagreement. In this study, researchers will look some short expressions, specifically at expressions of agreement and disagreement, expressions of suggestion, and expressions of negatives.

In understanding short expression, a listener has to know about the whole conversation, that is why good listening skill is needed. In English, short expressions has formulate form. Formulate form are used to describe the process of thinking, planning, and developing a product or method (Cahyaningtyas, 2018). For example, in everyday life, you may need to plan to deal with a problem or create effective policies. There are several forms of expression that are formulated, namely expressions of agreement, expressions of suggestion, and expressions of negatives.

Expression of agreement is used when we are about to agree with someone's opinion and involves affirming or supporting statements, ideas, or propositions. Common phrases include "I agree," "Exactly," or "That's true." More elaborate expressions like "I couldn't agree more" or "You're absolutely right" also convey approval. These affirmations play a crucial role in fostering positive communication, building rapport, and promoting shared understanding.

An expression of suggestion is a statement or phrase used to propose an idea, offer advice, or provide a solution to a problem. It is a form of

communication that aims to present a recommendation or course of action for consideration. This expression can be used in various contexts, such as giving advice to a friend, making a recommendation in a professional setting, or offering a solution to a problem.

Expressions of negatives are expressions or phrases used to deny or reject a statement or idea. This expression is often used in English to express disgust, disagreement, or dissimilarity. Examples of negative expressions in English include "I don't like that," "I can't do that", and "That's not my problem". Using negative language can convey an unambiguous message, but it can also affect the tone and meaning of your conversation or writing.

The researcher has found some research that are related to his study. One of them was conducted by Fatimatuzzahra (2021), entitled "The Second-Year Students' Listening Ability to Comprehend Short Dialogue at the English Department of Bung Hatta University." The research revealed that the second-year students' listening ability to comprehend short dialogues was low. And the other one is the research by Ningrum, (2022), entitled "An Analysis of Listening Comprehension Problem on Communicative Listening Subject at The Second Semester of English Language Education". This study analyzes listening comprehension problems that students encounter in English learning programs. The results showed that students had difficulty understanding words spoken quickly and the use of slang or idioms.

Consistent with the research results above, the researcher also observed the poor listening ability of students in the English learning program at Bung Hatta University. Based on the Based on the researchers observations and after a small conversation with them, they found it difficult to understand conversational speech.

The researcher wanted to conduct this study because he wanted to know whether students had any problems with their listening skills. Then, by listening to the conversation, ways to show short expressions helped researchers conduct this study using the sounds that made up the conversation. Therefore, that researchers could know students' listening skills. That is why the researcher chose "An Analysis of the Fourth-Year Students' Listening Ability in Understanding Short Expression in Dialogue at the English Department of Bung Hatta University" as the title of this research.

1.2 The Identification of the Problem

Listening has its own problems. According to Ummah (2012), there are problems with listening, the first is students that have lack vocabulary will find it very difficult to listen to the content of the audio that the teacher presents for the lesson. Vocabulary acquisition is so important in listening. The students with poor vocabulary often can't listen to the audio when they listen to short expressions in dialogue. For example, in a conversation. It is important for the listener to know when and what situation is in the conversation and if the student has poor vocabulary it will be difficult to

understand the situation.

The second issue is the unfamiliar accents and dialects, as well as a lack of understanding of the context. Unfamiliar accents and dialects can pose a significant obstacle, leading to difficulties in comprehending the words and phrases spoken by the speaker. Students may struggle to adapt to variations in pronunciation or intonation, making overall understanding more challenging. Furthermore, a lack of understanding of the context or background information being conveyed can have a similar impact. Students who lack sufficient knowledge about the discussed topic may find it difficult to interpret the true meaning, even if they possess good language skills. Therefore, it is crucial for educators to provide targeted training that addresses these challenges, including materials that encompass various accents and contexts to enhance students' overall listening skills.

Particularly for short expressions. According to Yuniarsih & Yulianti (2019), there are some reasons why most people have difficulty understanding short expressions. The first is English is not their native language, so it is difficult to understand the vocabulary and grammar used in short expressions. The second is the pronunciation of words in English is often different from the pronunciation in their native language, making it difficult to understand what is being said. The last one is the use of idioms and slang in short expressions can make it difficult for people to understand their meaning.

1.3 The Limitation of the Problem

Grounded on the preceding explanations of the background and identification of the problems, the researcher found that there are many aspects that the researcher should research. Therefore, the researcher restricts the research to students' listening ability in understanding short expressions in dialogue at Bung Hatta University.

1.4 The Formulation of the Problem

Based on the problem limitation above, the researcher formulates the problem as follows: "How is the listening ability of fourth-year students' in understanding short expressions in dialogue at the English Department of Bung Hatta University".

1.5 The Research Questions

Based on the formulation of the problems above, the researcher has some research questions to be answered as follows:

1. How is the fourth-year students' listening ability in understanding expressions of agreement in dialogue at the English Department of Bung Hatta University?
2. How is the fourth-year students' listening ability in understanding expressions of suggestion in dialogue at the English Department of Bung Hatta University?
3. How is the fourth-year students' listening ability in understanding expressions of negatives in dialogue at the English Department of

Bung Hatta University?

1.6 The Purpose of the Research

In general, this research aims to describe the fourth-year students' listening ability in understanding short expressions at the English Department of Bung Hatta University. Specifically, the purposes of this research are:

1. To find out the fourth-year students' listening ability in understanding expressions of agreement in dialogue at the English Department of Bung Hatta University.
2. To find out the fourth-year students' listening ability in understanding expressions of suggestion in dialogue at the English Department of Bung Hatta University.
3. To find out the fourth-year students' listening ability in understanding expressions of negatives in dialogue at the English Department of Bung Hatta University.

1.7 The Significance of Research

This research gave a contribution to the students and further research. For students, the result of this research can make them aware of their ability to listen to dialogue of short expressions. For the researcher, by doing this research, he can increase his knowledge in conducting research. For further research, the result of the research may become a reference and a contribution to the next research.

1.8 The Definition of Key Terms

To avoid misunderstanding the key terms used in this research, the researcher defines them as follows:

1. Understanding refers to the student's ability to catch the idea of short expressions in dialogue at the English Department of Bung Hatta University.
2. Agreement is the situation in which people have the same opinion, or in which they approve or accept something in audio.
3. Expression is the act of saying what people think or show how people feel using words or actions used in audio.
4. Suggestion is a statement or phrase that is used to propose an idea, offer advice, or provide a solution to a problem.
5. Negatives are usually used as someone's response to express rejection or disinterest in something