

STUDENTS ABILITY IN LISTENING COMPREHENSION OF ELEVENTH GRADE AT MAN 2 MODEL MEDAN

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ABSTRACT

The research conducted at MAN 2 MODEL Medan aimed to assess the listening comprehension abilities of eleventh-grade students during the academic year 2024/2025. Utilizing a descriptive quantitative research design, data was collected through a listening comprehension test administered to Class XI F1D students. The test covered various topics, each with a set of multiple-choice questions. Analysis of the test results revealed an average listening comprehension ability of 83.6, categorized as good based on predetermined criteria. Further classification of student achievement demonstrated that the majority of students exceeded the minimum standards, with only a small percentage falling below. These findings indicate a positive outcome in students' listening abilities and highlight the effectiveness of listening comprehension tests in assessing language skills. This research contributes to understanding the current state of listening comprehension skills among eleventh-grade students at MAN 2 MODEL Medan.

Keywords: *Listening, Listening Comprehension, Students Ability, Senior High School*

1. INTRODUCTION

Communication is something that cannot be separated from human life. One medium that is often used is language. The most commonly used language today is English and it is the language studied and taught throughout the world, including Indonesia.

In Indonesia, English is a foreign language because it has to be learned and is not used widely and officially. The Indonesian government created an educational curriculum and determined English as a subject that must be studied at the senior high school, high school and vocational school levels through the Regulation of the Minister of National Education of the Republic of Indonesia Number 46 of 2010 Chapter IV Article 9.

In teaching and learning English in Indonesian schools, language teaching taught in English subjects includes four important skills. These skills are Listening, Speaking, Reading and Writing. Listening is the first skill we acquire before we can speak, read and

write. Listening is a receptive skill, namely reception to process and is closely related to productive skills, namely speaking and writing. Productive abilities alone can depend heavily on our listening abilities. If students want to speak, they must understand the spoken language they hear. However, the concept of listening does not seem that simple because this process involves a person's physical and cognitive abilities. Listening is a complex process because it involves hearing, identifying, understanding and interpreting language (Lewis, 1958).

Therefore, listening is very important where teachers and students must pay sufficient attention to achieve communication goals. In the world of education, good listening or listening skills will help students understand the information conveyed by the teacher or in everyday communication situations. According to Brown (2001), listening ability is a complex skill and requires a good understanding of the language used.

At the high school level, listening skills will continue to develop. Teaching and learning English activities will have special material and daily communication habits between teachers and students in English which of course will always involve listening processes such as giving instructions by the teacher, conversations, questions and answers and activities or listening perception exercises with audio and questions. Listening plays an important role not only in daily life but also in classroom settings. Listening is needed by students for facing local, national or international tests of English, so that listening should be learned more easily since kindergarten until the higher education level so they get used to it and add a lot of insights. At the high school level, students are expected to be able to understand more complex and varied conversations, both in formal and informal contexts.

Therefore, this research focus on the assessment of listening comprehension abilities and detailed analysis of listening comprehension abilities from the test results or assessment scores provided.

2. THEORITICAL FOUNDATION

Listening may be defined as an action in which someone pays close attention to what is being said and comprehends the information delivered. According to Marc Helgesen in David Nunan (2003), listening is an active, deliberate process of making meaning of what we hear. Listening is an important ability in English. Listening entails processing phonetic language information and creating a message from a stream of sound using the listener's syntactic, phonetic, and semantic understanding of the language. Listeners can receive signals when sound waves flow through the auditory organs. Listening is a process in which sound recognition, lexical knowledge, grammar, discourse markers, and the world interact (Bacon, 1989:544).

Listening is the capacity to recognize and comprehend what others are saying. This includes comprehending a speaker's accent or pronunciation, syntax, vocabulary, and meaning (Howatt and Dakin). According to Oxford (1993:206), listening is a complicated problem-solving talent that involves more than just awareness of sounds. Listening involves

understanding meaning words, phrases, clauses, sentences, and related conversation.

Listening comprehension has been characterized by several scholars, including Gary Buck, who provided a fairly explicit description. According to Gary Buck (2001, p. 31), "Listening comprehension is an active process in which meaning is built and this is done by the process of knowing the incoming sounds" where "a number of different types of knowledge will be involved, namely linguistic and non-linguistic knowledge". He believes that "comprehension is influenced by various variables, and is potentially any characteristic of the speaker, situation or listener can influence the understanding of the message" (Gary Buck, 2001, p. 31).

In the listening comprehension process: listeners need two types of knowledge. It takes both language and non-linguistic knowledge to perform the sophisticated cognitive task of listening comprehension. Linguistic knowledge includes phonology, lexis, syntax, and discourse structure, according to Buck (2001). Conversely, non-linguistic knowledge encompasses all contextual and background information, including topic, context, and world knowledge in general.

Listening, as a crucial skill in language acquisition, encompasses various dimensions that integrate perception and linguistic knowledge. According to Haycraft in Musa, listening is a complex operation that intertwines these distinct components, though the precise mechanisms remain inadequately understood. This view underscores the intricacy of listening as more than mere auditory perception but as an active process involving multiple cognitive functions.

In the language classroom, students often engage in listening activities more frequently than speaking ones, underscoring the importance of effective listening instruction. Listening is a fundamental component of language acquisition, necessitating an intricate balance between auditory perception and cognitive processing. The implementation of high-quality equipment, such as reliable tape recorders, is paramount to ensure clarity and fidelity of audio input.

Thorough preparation by both educators and students enhances the efficacy of listening tasks. Educators should familiarize themselves with the audio material beforehand, anticipating potential difficulties, while students benefit from preparatory activities like contextual discussions or visual aids.

3. RESEARCH METHODS

The research design of this research was descriptive quantitative research . Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods. The purpose of this research was to describe existed condition in the reality or the field by gain information about the phenomena. As claimed by Gay and Airasian (2000:11), this quantitative approach is used to describe current conditions, investigate relationships, and study cause-and-effect phenomena. Quantitative descriptive research is conducted by collecting data to answer questions about the current status of a research subject or topic and obtain information about the real conditions, preferences, attitudes, practices, concerns or interests of some group of people.

The researcher take place in MAN 2 MODEL Medan, which is located on at Jl. Williém Iskandar No.7A, Bantan Tim., Kec. Medan Tembung, Kota Medan. The research began in Friday, 31 July 2024. In this research, the population were the Eleventh Grade students of MAN 2 MODEL Medan which is located at Jl. Williém Iskandar No.7A, Bantan Tim., Kec. Medan Tembung, Kota Medan. The population of this research were Class XI F1 students. In selecting the sample in this study, the researcher chose one kind of No-Probability sampling that is purposive sampling. Purposive sampling is a technique of taking sample by some considerations (Sugiyono, 2012). The researcher decided to choose XI F1D class that consists of 35 students as the sample.

Research instruments are tools or media used by researchers to obtain data. According to Creswell (2012) state an instrument is a tool for measuring, observing, or docurenting quantitative data. In order to collecting the data, a listening test with audio was used as the instrument of this research. The test is given to students directly in their class and is done at one time. Students are instructed to answer the literacy

comprehension text based on the 5 set topic given by the researcher. Collecting data is the most important thing in conducting research. In collection data, the writer used test in form of multiple choices. Winarmo (2003) states, a test is a tool or instrument used to obtain information such as a person's knowledge or skills or abilities.

The data collected needs to be analyzed. Researchers analyzed this data in several steps. Some of the formulas in this research for processing data are assess student score and analyze student grades based on the central tendency (mean, mode, median) for each aspect then researchers provide score classification (less, bad, enough, good, very good).

4. RESULTS AND DISCUSSION

This chapter provides data on the results and the discussions of students' listening comprehension abilities in class XI F 1D MAN 2 MODEL for the 2024/2025 academic year . The results of the audio listening comprehension research containing conversations with multiple choice questions are divided into several parts with different types of question sets. Question section A (1-5) (at library-giving personal information), question section B (6-10) (going to the cinema), question section C (11-15) (the weekend), question section (16- 20) B2 Listening (short conversations), and question section E (21-25) (student and registrant). The data for each section can be presented in the following table form.

Table 4.1 Data on listening comprehension abilities of class XI F1 D students at MAN 2 MODEL MEDAN for the 2024/2025 academic year.

N o	Name	A	B	C	D	E	C A	V	C
1	ANR	20	20	20	16	8	22	84	Good
2	AP	16	20	16	16	12	21	80	Good
3	ADL	12	16	8	20	12	17	68	Fair
4	ARY L	16	20	16	20	12	21	84	Good
5	AAI	16	20	16	20	12	21	84	Good
6	AM	16	20	16	20	12	21	84	Good

7	A	16	20	16	16	8	21	76	Good
8	ARS	20	20	20	20	8	22	88	Good
9	ARY	16	16	16	20	12	21	80	Good
10	AF	16	20	20	20	12	22	88	Good
11	AAA	20	20	20	16	12	22	88	Good
12	DNL	16	20	12	20	8	20	76	Good
13	FPMS	20	20	20	20	4	22	84	Good
14	FP	16	20	16	16	12	21	80	Good
15	HNA H	16	16	16	20	12	20	80	Good
16	HT	16	20	16	20	12	21	84	Good
17	KAA	20	20	20	16	8	21	84	Good
18	LMD D	20	20	20	16	8	21	84	Good
19	LN	20	20	20	16	12	22	88	Good
20	MTA	20	20	20	16	4	20	80	Good
21	MAA	16	20	16	20	12	21	84	Good
22	MF	20	20	20	16	8	21	84	Good
23	MTF A	16	20	16	20	12	21	84	Good
24	MFT	20	20	20	16	12	22	88	Good
25	NFN	20	20	16	12	12	20	80	Good
26	RA	20	20	20	16	8	21	84	Good
27	RAH	20	20	20	16	12	22	88	Good
28	RAA P	20	20	20	16	8	21	84	Good
29	SEPH	16	20	16	20	12	22	84	Good
30	SN	16	20	20	20	8	22	84	Good
31	SAS	20	20	20	16	12	22	88	Good
32	SKI	20	20	20	16	12	22	88	Good
33	TFA	20	20	20	20	12	23	92	Excellent
34	TCA	16	20	20	20	12	22	88	Good
35	VA	16	20	20	20	8	22	84	Good

Jumlah skor								292	
seluruh	62	68	62	62	36			8	
siswa	4	8	8	8	0				

From the data, the five parts of the listening comprehension questions are part A (1-5) (at library-giving personal information), part B (6-10) (going to the cinema), part C (11-15) (the weekend), question section (16-20) B2 Listening (short conversations), and question section E (21-25) (student and registrant) above, then the listening comprehension ability of class XI F1 D MAN 2 MODEL MEDAN for the 2024 academic year /2025 from 35 research samples it can be seen that the total score is ($\Sigma X=2928$) so the average value and percentage are as follows.

$$\bar{X} = \frac{\Sigma X}{N}$$

Keterangan :

ΣX : Jumlah Nilai/skor seluruh siswa

N : Banyak nya data/Nilai

$$\bar{X} = \frac{2928}{35}$$

$$\bar{X} = 83,6$$

So, the average listening comprehension ability of class XI F1 D MAN 2 MODEL MEDAN students is 83.6. If the mean (average value) is included in the classification of listening ability values in the table (table 3.1), the value is categorized as good. In other words, students are capable of listening comprehension with the audio listening question type followed by multiple choice with the highest score of 92 and the lowest score of 68.

Table 4.2 The Classification of Level of Mastery (Arikunto, 2009)

Ability	Level of Mastery
80-100	Very Good
70-79	Good
60-65	Enough
50-59	Bad
0-49	Less

After analyzing the listening comprehension test, the researcher presented a discussion to answer the research aims or objectives of this study. The aim of this research is on the assessment of listening comprehension abilities and detailed analysis of listening comprehension abilities from the test results or assessment scores provided in class XI F1 D MAN 2 MODEL MEDAN in the 2024/2025 lesson. Based on the data analyzed above, it shows that the listening comprehension ability in the test is above the average score. The scores are identified by categorizing them into several based on their total number of correct answers in carrying out the test. The researcher decided to use the classification of student achievement according to (Arikunto, 2009) to interpret the data in more detail about students' listening comprehension abilities. The data shows the following:

Table 4.3 Student Achievement Classification Result

Score Range	Correct Answer	Frequency of The Respondent	Percentage of Frequency of The Respondent	Classification
100-92	25-23	1	2,86%	Excellent
91-72	22-18	33	94,38%	Good
68-60	17-15	1	2,86%	Fair
56-48	14-12	0	0%	Less
47-0	11-0	0	0%	Poor

The table above shows the classification of student achievement. According to classification data, almost all students exceed the minimum standards. There are only 2.86% of students or to be precise 1 student is in the minimum score of 'Fair'. There are 2 classifications above the minimum standard. The first is the top, namely 'Excellent' with only 1 student or 2.86%. The second is 'Good' with 33 students or 94.38%. However, not a single student got a score below the minimum score, namely 'Less' and 'Poor'. Overall, the findings and discussion results of this research have differences and similarities with previous related research. Previous research shows that the use of listening comprehension tests has positive results in students' listening abilities. Overall, the difference between this research compared to previous research is the variety of variables, populations and samples used in the research. This is also different because this research tries to assess the current

ability/condition of listening comprehension skills among eleventh grade students at MAN 2 MODEL MEDAN.

5. CONCLUSIONS AND SUGGESTIONS

Based on the findings obtained, it can be concluded that there are 2.86% or 1 student in the "Very Good" category. Then there were 94.38% or 33 students in the "Good" category and only 1 student or 2.86% in the fair category. This means that MAN 2 MODEL students are capable and good at listening comprehension. In listening comprehension, almost all students are able to answer the listening comprehension test with or correctly in the implied information provided in the form of the test.

Suggestions based on students' listening comprehension tests, the teacher's role is very important in familiarizing students with listening comprehension when learning English in class. Teachers should provide more listening comprehension to students who are not yet able to comprehend comprehension and can also motivate students to be interested in learning English, especially listening comprehension. This research has limitations in the size of the sample and also the type of test used, so it is recommended that future research provide more detail on each test and analysis carried out.

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