



STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE: ART ANALYSIS STUDY

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Abstract

This study aims to determine how students' listening skills. This research was conducted at SMK Maitreyawira Tanjungpinang for the 2020/2021 academic year. This study selected 2 classes 11th grade with a total of 35 students as research subjects. This study uses a descriptive qualitative method in which the researcher describes the results of the data that has been obtained by arranging words so that it becomes a clear explanation. The study used a song as a test and a single question. The results of this study stated that the 11th grade students of SMK Maitreyawira had good listening skills as the results were proven by the test results based on data analysis techniques. Based on the results of the study, the researcher suggests teachers to use teaching techniques using songs to build students' listening skills better.

Keywords: Listening, Listening skill, Song, Moral value.

I. Introduction

As an international language, English is one of a crucial language as a media of communication among people in the wide-world. Nowadays, technology has influenced our life so fast. It is an improvement of technology, and communication. To face it, we need to learn English. In globalization era, the information we get is using English, spoken or written. If we have no nothing of English, we cannot understand it. On any condition, if we learn a new thing every-day we will not be left behind.

We know the purpose of each of the four languages skill, listening, reading, speaking, and writing, is effective communication through language. Due to its widespread use in daily life, listening is one of the most important skill. Learning to listen will help students to gain vocabulary, moral value, and even identify unfamiliar words.

Wolvin and Coakley (1988) suggest five distinct types of listening for starters, discriminative hearing enables listeners to distinguish between facts and views. Second, attentive listening aids comprehension of vocal material. Third, critical listening enables listeners to analysis an incoming communication before accepting or rejecting it. Fourth, therapeutic listening acts as a sounding board and does not include any part of criticism. Finally, appreciative listening allows listeners to absorb input while also receiving emotional experiences. All of the many types of listening assist to show that hearing is an active activity rather than a passive one. Wolvin and Coakley (1996) Listening is defined as the development of making meaning of oral input through paying attention to the message.

In SMK Maitreyawira for eleventh grade students, they often confused or don't get the meaning of what they listen and to know how the skill of the students. These are the main reason how the researcher is interested in knowing pupils' listening skills.

II. Research Method

The research of analyzing students' listening skill use the descriptive design with qualitative approach. Descriptive design is a method for discovering information deeply about an object or situation. Its aim is for examining conditions or conditions mentioned in the report, with results being presented in the form of a research report.

As Sugiyono (2013) As described above, descriptive research is finding a phenomenon, symptom or condition using qualitative or quantitative methods. Descriptive research is a simple process in comparison to other forms of research, since the researchers did not change the object in any way or area of studied. In this study, researchers did not change, add, or manipulate anything pertaining to the topic or object under study.

As stated above, qualitative methodology was selected for the research. Data was collected using descriptive methods. Instrument of this research was test with gapped words or words blanked out. To obtain the data the researcher gave students time to listen the song, then students must fill the gap words with the answer, afterward students answer one question about moral value of the song. The research has conducted at SMK Maitreyawira Tanjungpinang. The subject of this research was 2 classes mixed, total of them is 27 students.

In order to achieve maximum results. The data can be analyzed with the following steps: first calculated the individual test score using following formula by Sugiyono (2017) for vocabulary and moral value score, second used rubric of moral value assessment score, third after collected the data the researcher calculated the data used mean score suggested by Arikunto (2006) to find the final score.

III. Findings and Discussion

This is the result of final score analysis from vocabulary and moral value to know score of students SMK Maitreyawira:

Tabel 1. Final Score Analysis

Students	Students score		Final score
	Vocabulary	Moral Value	
Student 1	63	100	82
Student 2	57	40	49
Student 3	60	100	80
Student 4	67	60	64
Student 5	73	80	77
Student 6	83	60	72
Student 7	77	20	49
Student 8	87	100	94
Student 9	60	20	40
Student 10	90	60	75
Student 11	97	80	89
Student 12	70	20	45
Student 13	77	40	59
Student 14	73	20	47
Student 15	90	80	85
Student 16	83	60	72
Student 17	63	60	62
Student 18	60	40	50
Student 19	83	20	52
Student 20	67	20	44
Student 21	93	20	57
Student 22	90	20	55
Student 23	70	40	55
Student 24	90	20	55
Student 25	70	20	45
Student 26	77	20	49
Student 27	87	40	64
Total mean score			62
Category			Good

According to the above results, students' listening skill at SMK Maitreyawira Eleventh grade falls into the category of Good.

The main purpose of this study was to find how the students' listening skill. After analysis the listening test. Mendelsohn (1994) As we know the amount of time spent communicating, listening makes up 40-50%; reading 16-16%; writing 9%; and speaking 25-30%. This statement is supported by the results of the study. Learn listening was an important aspect of SMK Maitreyawira Tanjungpinang. However, some students were incapable of learning listening effectively because of some problems. Several students were lacking vocabulary. The rate of speaking by speakers, their accents and their misheard pronunciation were also challenges. Some students had the habit of listening and concentrating on words in their head and translating them. Underwood (1989) Also, Underwood pointed out that students who do not comprehend certain words may also appear different in the connected speech. Therefore, students with a good vocabulary will accomplish better on the test than students whose vocabulary is limited.

Rost (2002) According to her, listening involves the method of constructing meaning from speech input. She doesn't stop there, adding that listening is essential for the classroom because it gives students input. A learning process cannot begin without a clear understanding of the input. Provide students with five-minute micro-listening sessions can help sensitivity their ears to any of these potential difficulties. The teachers dictate difficult sequences and ask students to write them down. For examples of many exercise types, see Field (2008).

Harmer (2004) suggests that students engage with music because it evokes emotions while also allowing us to use our brains by analyzing it and changing the environment in the classroom or preparing them for an activity. Van Duzer (1997) argue that "although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues". A listener's selection and interpretation of information based on auditory and visual clues is characterized by active listening. This is done so that we can gain a better understanding of what is happening and the speakers' intention as well as what they are trying to say.

Buck (2001) Listening is a complex process conducted by people who take incoming data from an acoustic signal and interpret it in accordance with diverse linguistic and nonlinguistic knowledge. The research question of this study has been answered that the students' listening skill in SMK Maitreyawira Tanjungpinang belong to "Good".

IV. Conclusion

Based on the analysis on the students' skill in listening skill at the eleventh grade on SMK Maitreyawira Tanjungpinang that researcher has been done from the test students take, the researcher would like to make conclusion. The students listening skill in SMK Maitreyawira Tanjungpinang academic year 2020/2021 belong to "Good". This result based on the analysis the researcher has been done in SMK Maitreyawira. This is also answered the research question "How is students' listening skill in SMK Maitreyawira Tanjungpinang academic year 2020/2021".

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