

IV. RESULT AND DISCUSSION

4.1 Result of the Tests

The research is held to find out whether there is an increase or not when the students are taught listening of narrative text through plot. The research was conducted at the third year of MTs Nurul Ulum Kotagajah, Lampung Tengah from December 28th 2009 until January 25th 2010. There are five regular classes. The researcher used one class as an experimental class and another one class as a try out class. Both try out and experimental classes were selected through lottery.

IX C became the try out class and IX A became the experimental class. There were 40 students in IX C and all of them did the try out test. While in IX A, there were 40 students who got the treatments and also did the pretest and the posttest.

4.1.1 Result of the Try Out Test

Try out test was conducted in order to know the quality of the test as the instrument of the research. There were 30 items administered in try out test. All the test was multiple choices. To find the reliability of the test, the statistical formula namely Pearson Product Moment Formula was employed.

The result shows that the reliability of the test is 0.97 (Appendix 4). Based on the criteria of reliability is proposed by Hatch and Farhady (1982: 247), it can be

stated that the tests have a very high reliability since the range of very high criteria for the test reliability is 0.8 – 1.00. It signified that this instrument would produce consistent result when administered under similar conditions, to the same participants, and different time (Hatch and Farhady, 1982: 244). In other word, the test is reliable. The calculation of reliability can be seen in Appendix 5.

Based on the try out test related to the criteria, the try out test consists of 3 difficult items (5, 8, and 20), 19 satisfactory items (1, 2, 4, 6, 7, 10, 13, 15, 16, 17, 19, 21, 22, 23, 25, 26, 27, 28, 29), 8 easy items (3, 9, 11, 12, 14, 18, 24, 30). The easy and difficult items revised, while the satisfactory were administered in pretest and posttest. For discrimination power, there are 9 poor items (5, 8, 20, 21, 24, 25, 26, 28, 30), 14 satisfactory items (1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 15, 17, 19, 23, 29), 7 good items (11, 12, 14, 16, 18, 22, 27). Items with negative discrimination were revised, and items that had satisfactory level of difficulty and satisfactory and good discrimination indexes were administered. Thus, the items administer remain 30 items with 5 items revised (5, 8, 20, 24, and 30). The result of try out level of difficulty and discrimination power can be seen in Appendix 6.

4.1.2 Result of the Pretest

The pretest is administered to measure students' listening comprehension before the treatments. The numbers on items tested are 30 items with four alternative answers for each (A, B, C, and D). The total score of pretest is 2089.32; the mean score is 52.2330; the lowest score is 33.33 and the highest score is 73.33. The median score is 50 and the mode score is 50. The distribution can be seen in table 2.

Table 1. Distribution of the Pretest Scores

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | 33.33 | 1 | 2.5 |
| | 36.33 | 1 | 2.5 |
| | 36.67 | 4 | 10 |
| | 40 | 3 | 7.5 |
| | 43.33 | 3 | 7.5 |
| | 46.33 | 1 | 2.5 |
| | 46.67 | 4 | 10 |
| | 50 | 6 | 15 |
| | 53.33 | 3 | 7.5 |
| | 56.67 | 2 | 5 |
| | 60 | 1 | 2.5 |
| | 63.33 | 3 | 7.5 |
| | 66.67 | 1 | 2.5 |
| | 70 | 4 | 10 |
| | 73.33 | 3 | 7.5 |
| Total | | 40 | 100.0 |

4.1.3 Result of the Posttest

The posttest is administered in order to see the students' listening comprehension whether it increased or not. The numbers of items in the test are 30 items with four alternative answers for each (A, B, C, and D). The total score of is 2830.99; the mean score is 70.7748; the lowest score is 46.67 and the highest score is 90. The median score is 71.5 and the mode score is 73.33. The distribution can be seen in Table 3.

Table 2. Distribution of the Posttest Scores

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | 46.67 | 1 | 2.5 |
| | 53.33 | 5 | 12.5 |
| | 54 | 1 | 2.5 |
| | 56.67 | 1 | 2.5 |
| | 60 | 2 | 5 |
| | 60.33 | 1 | 2.5 |
| | 63.33 | 3 | 7.5 |
| | 66.67 | 2 | 5 |
| | 70 | 4 | 10 |
| | 73.33 | 5 | 12.5 |
| | 76.67 | 4 | 10 |
| | 80 | 1 | 2.5 |
| | 83.33 | 2 | 5 |
| | 86.67 | 5 | 12.5 |
| | 90 | 3 | 7.5 |
| Total | | 40 | 100.0 |

4.1.4 Increase of Students' Achievement of Listening Comprehension of Narrative Text through Plot

The result of the pretest and the posttest show that the students' listening comprehension can be increased by using narrative text. The total score of the pretest is from 2089.32 to 2830.99 (Appendix 8) in the posttest and the mean pretest is 52.2330 to 70.7748 in the posttest. Table 4 below provides students' mean scores of pretest and posttest.

Table 3. Mean Scores of Pretest and Posttest

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----|----------------|-----------------|
| Pair 1 | Posttest | 70,7748 | 40 | 12,47643 | 1,97270 |
| | Pretest | 52,2330 | 40 | 12,12480 | 1,91710 |

From the table above, it was very clear that students' listening achievement increased after they were taught by narrative text. The mean of the pretest is 52.2330 and the mean of the posttest is 70.7748.

To prove whether the data of result increased or not, the researcher used analysis of Repeated Measures T-Test. It is used to compare the data of t-test which is called t-ratio and t-table at criteria level of significance. The level of significance used is 0.05 while t-table uses 2.021 (Appendix 9) based on the total students involved in the treatment. If the data of result is more than 2.021, it can be said that students' achievement increased.

Table 4. Result of the Students' Listening Achievement

Paired Samples Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Posttest – Pretest | 18,54175 | 8,10370 | 1,28131 | 15,95006 | 21,13344 | 14,471 | 39 | ,000 |

Table 5 shows that teaching listening through narrative text at the third years of MTs Nurul Ulum Kotagajah increased the students' listening comprehension. The result shows that t-ratio was higher than t-table ($14.471 > 2.021$) with the level of significance is $p < 0.05$ and significance 2 tail is $p = .000$ (Appendix 10). It means that there is an increase of students' listening comprehension after they are taught by narrative text.

4.1.5 Result from Questionnaire

The questionnaire was given to the students to support the pretest and posttest data. The questionnaire was given to the students then the researcher calculated the result of questionnaire by dividing the total answers of each item with the number of respondents then it is multiplied by 100%.

Students' opinion whether they were happy or motivated by learning listening through narrative text, was shown by the data that 82.5% students said that they were happy or motivated, while 17.5% said they were not happy. In this research the teacher tried to make all students involved in the learning process by dividing the students in groups. When the students were asked whether they were involved in the learning process or not, 72.5% students answered that they were involved in the learning process and 27.5% said they were not. Then the students were asked about their opinion when they were working in group; 100% students said that they were happy working in groups.

The students were also asked whether they found some difficulties or not when they were taught listening through narrative text, 42.5% students still found some difficulties and 57.5% students did not find difficulties. In teaching listening through narrative text, it was hoped that the students understood about the studying of listening through narrative text. The result of questionnaire shows that 77.5% students understood and 22.5% students did not understand. The researcher also asked about their experience in their daily life was based on the narrative text that they heard. 95% students said that their experiences in their daily life were based on the narrative text, but 5% students were not.

4.2 Description of the Treatments

The researcher started by conducting the pretest. From the pretest the researcher found out that the lowest score is 33.33 and the highest score is 73.33. Moreover, the average score is 52.2330. For the students who got low score in pretest, the teacher gave the students more explanation and motivation to encourage the students.

After administering the pretest, the researcher conducted the treatments for three times. At the first treatment, the teacher gave a theory about narrative text. She gave explanation about plot of narrative text. And then, she told the students to make some group (one group consist of five students). Then they were going to listen to a text about *The Missing Crown*. For the first time, the teacher asked them to listen to the text. As James (2003:2-6) who states that in listening for the first session is to introduce the text and for the second session is to comprehend the text. At the second session, the teacher asked the students to find out what the text talked about by finding some difficult words and main idea. Some students asked about the meaning of *quarrel*, *curtain*, and *accused*. After explaining about the meaning, the teacher gave the questions based on the text and there were five questions in the form of multiple choices. The questions were about characteristics, setting, and also content of the story. They answered the questions in group by listening again to the text. And then, the teacher asked them to answer the questions after they discussed it with their group. She also gave the correct answer and explained them. After that, she asked the students to listen again to the story to find out the plot of the text and wrote it on a note. After playing it, some

students of each group were asked to tell the plot of the narrative text in front of class. Some of them were still confused about the plot, but by giving encouragement that their friend would help, the students felt confident to tell the plot of the text. Then, the plot of each group was collected as an evaluation of the treatment and the teacher gave an addition about the correct plot and gave printed texts to make them clearer.

From the first treatment, the teacher found that the students have never been taught through narrative text. When the teacher asked the students about the plot of the text, some students said that they understood the text. But some students did not understand about the text. So, the teacher replayed the text one more time to make it clearer for the students. Moreover, from the students' ability, the researcher found out that most of the students were able to tell the plot of the text which shown that some of the students could tell the plot of the text in front of the class.

In the second treatment, the material was the text of *Kodi and the Whistle*. The students were still enthusiastic in listening to the text. They knew what they would do. They listened to the story, made some group to discuss, and found the difficult words, answered the questions related to the material, and also made a plot of the text. After listening to the text for the first time, most students were still confused about the text. They only found out that the text was about Kodi found a yellow thing at the pond's side. Even so, they still paid attention and computed to ask few words that they did not understand, i.e. the words *licked*, *sniffed*, and *pond's side*. After the second listening practice, they were able to answer the main idea and the

questions related to the text. The students' achievement got better after the second treatment. It was shown by listening to the story only four times, they could do all the activities. In addition, the teacher found that the students were willing to tell the plot without being asked.

In the third treatment, the teacher gave the text of *Meeting Todi*. At the first listening practice of the text of *Meeting Todi*, some students said that they were not familiar with the text and vocabularies like *arrival*, *titled*, and *guilty*. Then, the teacher played the text again and asked them to write the difficult words and the main idea. In the third treatments, the students were more able to do the activities only by listening to the story three times. The first listening practice was focused to find out the difficult words and main idea. After the second listening practice, each group was asked to find the answer of the questions related to the material. After the third listening practice, they found the plot of the story and told it in front of the class. After that, each group collected the plot as the evaluation.

At the end of each treatment, the teacher gave printed text of each text to help students to understand more about the stories. During the teaching learning process, the researcher found out that narrative text was a new media of teaching for the students. They have never been taught using narrative text before. All the students were actively involved in learning process. This was shown by their willingness to come in front without being pointed or asked and answered the entire question related to the text correctly. In addition from the questionnaire result, there are 72.5% students said that they were involved in learning process, but 27.5% were not involved. Although, they did not know the meaning of a few

words, they were not shy to ask the meaning and could answer well and also were able to tell the plot of the text in their own words. Furthermore, there were few students who were not able to tell the plot of the text, but they were eager to ask questions and practiced to tell the text based on the information they heard. And based on their activities in each treatment, the researcher concluded that the students were able to tell the plot, characteristics, and setting of the text with their own words.

After three times treatment, the researcher conducted posttest. From the result, the researcher found out that the highest score is 90.00 and the lowest score is 46.67. The average score is 70.7748. There is significant increase seen from the mean pretest and posttest in the experimental class. The result shows that the mean score increases from 52.2330 in pre test up to 70.7748 in post test and t-ratio is higher than t-table ($14.471 > 2.021$). It is also supported by the questionnaire result, where 77.5% students stated that they understood more in learning listening through narrative text and 72.5% students said that they were involved in learning process when they were taught listening through narrative text. It means that there is an increase of students' listening achievement after they are taught through narrative text.

4.3 Discussion

Narrative is a kind of text about the activities that happened chronologically in the past time. Sometimes it includes problematic experience and resolution, its purpose is to amuse and sometimes it can be used to give moral education to the reader. This is the challenge of students to study narrative text. It happens because

in the narrative there are some elements that commonly used in the narrative text. It is called plot. Narrative text can not be separated from plot. As Sofyan (1999:86) states that narrative is a story which is connected with events based on the plot. By using plot, it will be easier for the students to know the content of the story. It is also proved by 77.5% students said that they understood in learning listening through narrative text.

The researcher found out when the research was held that the students still got difficulty in learning listening through narrative text, but by explaining the theory of the text and also the plot of the text, they were able to comprehend what the text was about. The students were involved in learning listening through narrative text. It is added by Hughes (1991: 134) who states that there are two skill involved in listening. There are macro skill and micro skill. In this research, the researcher focused on macro skill which involved the listener to listen for specific information and got the main idea of the information. It could be seen from the process that the students listened to the story, found the difficult words, did the exercises, found the main idea, and came in front to tell the plot of the story.

The results of questionnaire show that the students were happy learning listening by using narrative text. Some of them said that the stories were funny, the stories were good, the stories were interesting, and also it was enjoyable. As Groce (2004: 2) states that narrative text can be enjoyable and fun tool for practicing both listening skills and verbal expression. It is also proved by 82.5% students said that they were happy in learning listening using narrative text.

Then why the teachers used narrative text, it was because the narrative as a story of human experience. It is supported by the questionnaire that 95% students said that every story in the treatments was based on their experience. The students said that they had experiences which connected with the stories heard. For examples; one of them said that he always said sorry if there was a mistake, it was like in the story which has title The Missing Crown; there was a student who said that she had found something and she tried to find who the owner is; and there was a student who said that once he had helped someone who did not like him, but he still wanted to help that person. By using narrative text, the students are able to get information and involved their imagery to their daily experiences.

From the computation, it can be seen also from the result of students' score of listening comprehension before and after the treatment given. The result indicates that students' score of listening comprehension increased after they were taught through narrative text. It was proved by the mean score of students' listening comprehension that increase from 52.2330 before the treatment up to 70.7748 after the treatment. At the level of significance 0.05, it was attained that t-ratio is higher than t-table, that was $14.471 > 2.021$ with the 2 tail significance $p < 0.05$ ($p = .000$). Finally, it can be concluded that students' listening comprehension increase significantly after the treatment were given.