

## STUDENTS' COMPETENCY IN DIFFERENT TYPES OF LISTENING SKILL

I Gusti Agung Vony Purnama  
[vony@stikom-bali.ac.id](mailto:vony@stikom-bali.ac.id)  
STIKOM Bali

### ABSTRACT

This study aims to find the students' competency in listening test and also to find out their problems through the listening test result. The students under concern were the second-semester students of academic year 2017 taking the English II subject at STIKOM Bali. The data source in this study is a primary data, which has been got directly from one class of listening comprehension in semester II. This class was chosen since the students of this class have already learned listening comprehension for seven meetings. The listening test was consisting of two different types they were listening comprehension and completing the conversation. The finding shows that the overall performance of the students in completing the listening conversation was better than their performance in listening comprehension. This was caused by the lack of the students' concentration in listening therefore, they could not get the point of that listening, besides that, and there were also some vocabularies that were uncommon for them.

Key words: Listening, Listening Comprehension, Students' Competency.

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui kompetensi mahasiswa dalam tes listening serta untuk mengetahui permasalahan mereka berdasarkan hasil dari tes listening tersebut. Hasil tes listening mahasiswa yang digunakan dalam penelitian ini dari mahasiswa semester dua angkatan 2017 yang mengambil mata kuliah Bahasa Inggris II di STIKOM Bali. Sumber data penelitian ini adalah data primer, yang diambil langsung dari satu kelas listening comprehension di semester II. Kelas ini dipilih karena mahasiswa di kelas ini sudah mempelajari listening comprehension selama tujuh pertemuan. Tes listening terdiri dari dua tipe yang berbeda yaitu listening comprehension dan completing the conversation. Temuan pada penelitian ini menunjukkan bahwa secara keseluruhan, hasil tes mahasiswa dalam completing the conversation lebih baik daripada hasil tes listening comprehension. Hal ini disebabkan oleh kurangnya konsentrasi mahasiswa dalam menyimak sehingga, mereka tidak dapat mengambil inti dari listening tersebut, serta terdapat beberapa kosakata yang jarang mereka dengar sebelumnya.*

*Kata kunci: Listening, Listening Comprehension, Kompetensi Mahasiswa.*

## I. Introduction

Language is the key to be able to communicate with the other people. English language is one of the languages and it is the international language that must be learnt in many countries in the world. There are four skills in learning this language. They are listening, speaking, reading, and writing. Listening is the most essential skill that must be learnt particularly by the second language learners. According to Morley (1991), listening is the most common communicative activity in daily life, we almost listen twice as much as we speak, four times more we read, and five times more than we write because it is the first skill when we learn a language. This is the key of communication, because without having the ability of listening, the messages will be easily misunderstood. Through listening, the second language learners will automatically listen and learn the pronunciation and the intonation. Through this activity, the learners will be easy to imitate the words to be able to speak and communicate with other people. Anderson and Lynch (1988) stated, arguing what is successful listening, —understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means (p.6). Underwood (1989) simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear" (p. 1).

Among four skills in English, listening skill is usually ignored by the teacher, while the other three skills always as the main topic in teaching and learning process. Most of the teachers think that this skill can be learnt by the students without giving any guidance regarding to the

technique of listening comprehension to them. The impact of this situation was many students did not understand how to comprehend the important information through the listening test. They usually face a difficulty in understanding the conversation or the speech of the native speakers on the listening test. Listening is a highly-complex solving activities (Barnes, 1984) in which listeners interact with a speaker to construct meaning, within the context of their experiences and knowledge. When students are made aware of the factors that affect listening, the levels of listening, and the components of the listening process, they are more likely to recognize their own listening abilities and engage in activities that prepare them to be effective listeners. Therefore, listening comprehension must be the major topic to be taught in learning English as the second language prior teaching the other skills. It must be taught at the beginning of the teaching process. Mendelsohn (1994) defines listening comprehension as —the ability to understand the spoken language of native speakers." It can help the students and guide them to enhance their comprehension of spoken language.

Referring to the above problems, this study was focused on finding out the students' ability in the different types of listening, they are listening comprehension and completing the conversation. This study was also focused on finding the problems that face by the students in listening to the spoken English. The test result of listening was used as the data to be analyzed. Through this study, it can be a reference for the teacher that has the same concern regarding to the listening comprehension.

## II. Research Method

Below is the description of the research method of this study. They are conceptual research model, time and place of the research, data source, type of data, technique of collecting data, analyzing technique.

### 2.1 Conceptual Research Model

Since this study is to analyze the competency and the problem on the students' listening test result, it is then recognized as an experimental study. This study will apply the

### 2.2 Time and Place of the Research

This research will take place in Sekolah Tinggi Ilmu Komputer (STIKOM) Bali at Jalan Raya Puputan Renon No. 86 Denpasar, Bali. STIKOM Bali is the first computer institution in Denpasar. It was built in 2002 and has strong commitment to provide high qualified teaching and learning program. This study took about one year and the output of the result is expected to help the English teacher in teaching English particularly in listening comprehension.

### 2.3 Data Source

Data source is the subject from which the data is taken. The data source in this study is a primary data, which has been got directly the test in listening comprehension in semester II, intake 2017 in Regular Program STIKOM Bali. The code of the class was class of AE171. The total students in this class were 34 students. The reason for choosing this class is because they have learned English II and listening in every meeting after discussing the passage. Although they have already learned it, almost all of them got low marks on the listening comprehension task. Therefore, their result will be chosen to be analyzed.

#### 2.3.1 Type of Data

quantitative and qualitative methods. Bogdan and Taylor (Moleong, 2007:3) mention that qualitative methodology is a research procedure that produces descriptive oral or written data from the people and from the attitude of the person who is observed. In this study, the quantitative method will be used to analyze the competency on the students' listening test result in the form of table. The qualitative method was used to give the description from the table of the students' competency and then to find out their problems.

Since the data source of this study was the students' listening test, then the type of data was a qualitative data. Qualitative data was chosen to explore the phenomenon that was happened in the process of teaching and learning English particularly in Listening comprehension and conversation.

#### 2.3.2 Technique of Collecting Data

Technique of collecting data plays an important role in this study. The writer used the listening comprehension test as the data of this study. The material as of this study dealt with conversation between two speakers. The types of listening were listening comprehension where the students have to mark the statement as True or False based on their understanding regarding to the conversation, and the second type was to fill the blank with the word that they have listened on the conversation. They were allowed to read the passage and the pre-read the information before doing the listening test. The listening was played three times. The students listened to the tape through the speakers, and directly circle the answer when they listened to the single speaker, then they continued to answer the listening conversation by filling the blank.

#### 2.4 Analyzing Technique

In analyzing the data, the writer used a descriptive qualitative analysis technique. The procedures are as follows:

- a) Collecting data  
The test of the students' listening comprehension was taken by the writer as the data to be analyzed.
- b) To analyze the data, scoring was made on the principle-one word, one mark. The mark 1 was awarded to correct answer and 0 mark was awarded for the incorrect answer.
- c) Identifying the students' problem  
The writer was identified the students' listening comprehension result to be able to find their problem.

### III. Discussion

Data of this research was the students' listening test. The type of the listening test was listening comprehension and listening conversation. The students listened to the tape through the speakers in the class. The class was divided into two sessions with the different listening comprehension and conversation.

#### 3.1 Type of the Listening Test Result

The first test was a comprehension test. The students were asked to answer 'True or False' the statement based on their understanding on the conversation. The title of the book that was used for the listening test is Career Path Information Technology.

#### Listening Question (First Conversation)

##### Part 1

*Listen to the conversation between client and a web design company employee. Mark the following statements as true (T) or false (F).*

- 1 ...The multimedia section is not finished.
- 2 ...The client decides to use Flash player.
- 3...The client wants the site to go online today.

##### Part 2

*Listen again and complete the conversation!*

*C: I see. And how is that 1..... ..?*

*E: Actually, we're having a little trouble with it.*

*C: Why's that?*

*E: Well, the 2..... .. you requested won't work on all computers. I'd suggest using 3.....player instead.*

*C: I just don't think Flash player has a 4..... .. . I want my potential clients to be able to see everything clearly.*

*E: I understand, but using flash player will 5..... .. the media you've given us.*

*C: I'll think about it, but everything else is finished?*

*E: Yes. Actually, the rest of the site could 6..... .. today.*

Table 3.1 Performance of Students in Listening Comprehension

Student No.	Part 1			Part 2					
	1	2	3	1	2	3	4	5	6
1	x	x	x	x	x	√	x	x	x
2	√	x	√	x	√	√	x	x	√
3	√	x	√	x	√	√	x	x	√
4	√	x	√	x	√	√	x	x	√
5	√	x	x	√	√	√	x	√	x
6	√	√	√	√	√	√	x	x	√

7	x	x	x	x	√	√	√	x	x
8	x	√	x	x	√	√	√	√	x
9	x	√	x	x	√	√	x	√	√
10	√	√	√	x	√	√	x	x	x
11	√	√	√	x	√	√	x	x	√
12	√	√	√	x	√	√	x	x	√
13	√	x	√	√	√	√	x	x	√
14	√	√	x	x	√	√	x	x	√
15	√	x	√	√	√	√	x	x	√
16	√	√	√	√	√	√	x	√	√
17	√	x	√	√	√	√	√	x	√
18	√	x	√	x	√	√	√	x	√
19	√	√	√	x	x	√	√	x	√
20	√	√	√	x	√	√	√	x	√
21	√	√	x	x	√	√	x	x	x
22	x	x	x	x	√	√	x	x	x
23	x	x	x	√	√	√	x	x	x
24	x	√	x	x	√	√	x	x	√
25	x	x	x	√	x	√	x	x	x
26	x	√	x	x	√	√	x	x	√
27	x	√	√	x	x	√	√	x	x
28	√	x	√	√	√	√	x	x	√
29	√	√	√	√	√	√	x	√	√
30	√	√	√	√	√	√	√	√	√
31	√	√	√	x	x	x	x	x	x
32	x	x	x	x	√	√	x	x	x
33	√	√	√	x	x	x	x	x	x
34	x	√	x	√	√	√	x	√	√

The above table is the students' result of their first listening conversation. In this way, their performances for question 1 in part 1 were excellent. There were many students who answer correctly in part 1 number 1. There were 22 students who answer correctly in number 1, in number 2 there were 19 students, and in number 3 there were 20 students. The reason of the low performance in question number 2 compares to the other 2 questions in part 1 is that the answer was not in the proper sequence. The students found it was difficult to find the answer on the conversation since it was not clearly mentioned. Understanding and paying

attention to the conversation is the key to answer the question.

The result of part 2 was various. In number 1, there were 11 students who answer correctly, in number 2 there were 28 students, in number 3 there were 32, in number 4 there were 8 students answer correctly, in number 5 there were 7 students, and in number 6 there were 21 students answer correctly. The highest performance of the students was in number 3, while the lowest performance of the students in this part 2 was in number 5. The reason of this low performance was because the answer for this number was in four words. Many of them only answer in two

words or three words. When they missed 1 word, then it is considered to be incorrect.

Listening Question (Second Conversation)

Part 1

Listen to the conversation between client and a web design company employee. Mark the following statements as true (T) or false (F).

1. Priority inversions
2. Ethernet network connections
3. Fault tolerant
4. Latency

Part 2

Listen again and complete the conversation!

Engineer 1: Let's 1..... . Take a look at that conveyor belt moving the soda bottles forward. 2..... ?

Engineer 2: Yeah, it looks a little jerky.

Engineer 1: Let's 3..... at the oscilloscope pattern.

Engineer 2: Yeah, something is definitely wrong.

Engineer 1: Very good. 4..... on how to fix it?

Engineer 2: How about checking the 5 ..... Maybe the computer can't communicate.

Engineer 1: Good idea. Let's check it out.

Does this computer log look normal to you?

Engineer 2: Well, the Ethernet connection is fine, but 6 .....

Table 3.2 Performance of Students in Listening Comprehension II

Student No.	Part 1		Part 2					
	1	2	1	2	3	4	5	6
1	x	√	x	x	√	√	x	x
2	x	√	x	x	√	√	x	x
3	√	√	x	x	√	x	x	√
4	x	√	x	x	x	x	x	√
5	x	√	x	√	√	x	x	x
6	x	x	x	x	√	√	√	√
7	x	x	x	x	√	√	√	x
8	x	√	√	x	√	√	√	x
9	x	√	√	x	√	√	√	√
10	x	x	x	x	x	√	x	√
11	x	x	x	x	√	√	x	√
12	√	√	x	√	√	√	√	√
13	x	x	√	x	√	√	x	√
14	√	√	x	x	√	√	√	√
15	x	√	√	x	√	√	√	√
16	√	√	√	x	√	√	√	√
17	x	x	x	x	x	√	x	√
18	x	x	√	√	√	√	x	√

19	x	x	√	√	√	x	x	√
20	x	√	√	x	√	√	x	√
21	x	x	x	√	x	√	x	x
22	x	x	x	x	√	√	x	x
23	x	x	x	√	√	√	x	x
24	√	√	x	x	x	√	√	√
25	x	√	√	x	√	√	x	x
26	x	x	√	x	x	√	x	x
27	x	√	√	x	√	√	x	√
28	√	√	x	x	x	√	x	x
29	√	√	√	x	√	x	x	√
30	√	√	√	√	√	√	√	√
31	√	√	x	x	x	x	x	x
32	x	x	x	√	x	√	x	x
33	√	√	x	x	x	x	x	x
34	x	x	√	x	√	√	x	√

The above table is the students' result of their second listening conversation. In part 1, there were four numbers that the students must choose based on the conversation. There were 10 students answer correctly in number 1, and 20 students in number 2. Their performances were not as good as in part 1 of the first conversation. It indicates that the word in number 1 were not familiar for them. Therefore, most of the students only gave mark on number 2.

In part 2, the result was various since there were 6 numbers. In number 1, there were 14 students who answer correctly, in number 2 there were 8 students, in number 3 there were 24, in number 4 there were 27 students answer correctly, in number 5 there were 10 students, and in number 6 there were 20 students answer correctly. The highest performance of the students was in number 4, while the lowest performance of the students in this part 2 was in number 2. The reason of this low performance was because the words for this number were not familiar for them. Many of them wrote the word that is familiar

for them and quite similar in terms of the pronunciation.

#### IV. Conclusion

In conformity with the aims of this study, there are two problems that had been discussed. The first problem is to find out the students' competency in listening test and also to find out their problems through the listening test result.

Based on the result, among the two types of listening test, it was found that the students' performance in completing the conversation better than their performance in the listening comprehension. The first reason of the low performance in the listening comprehension was because of the answer not in the proper sequence. The students found it was difficult to find the answer on the conversation since it was not clearly mentioned. The lack of the students' attention was the second reason for their low performance in listening comprehension. In

the second type of the listening test, completing the conversation, the students found it easier since they have the clearly clues in continuing the conversation. Besides that, most of the words were about technologies that were familiar for the IT students. It can be seen that the biggest difficult things in listening was how to focus and concentrate on the conversation and understand the content.

In this case, exercises are very much needed since listening skill is an integral part

of language learning. The more they take exercises in listen the native speakers, the more they get familiar with the words and the better they have the foundation in increasing their understanding and comprehension. Furthermore, by giving them motivation in learning the L2 which is different from their L1, it is hoped that they will be able to increase their ability particularly in mastering the listening skill.

## V. Bibliography

- Anderson, A. & Lynch, T. (1998). *Listening*. New York: Oxford University Press.
- Eng, Lien Siew, Abdul Rashind Mohamed and Muhammad Javed. 2013. "*An Analysis of Students' Competency in Listening Comprehension of the English Language at Pakistani Secondary School Level*". *Middle-East Journal of Scientific Research* 16 (3): 331-34
- Mendelsohn, D.J., & Rubin, J. (1995). *A Guide for the Teaching of Second Language Listening*. San Diego, CA: Dominie Press.
- Moleong, lexy J. 2007. *Metode Penelitian Kualitatif*. Bandung: Rosdakarya
- Morley J. 1991. *Listening Comprehension in Second/Foreign Language Instruction*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 81-106). Boston, MA: Heinle & Heinle.
- Underwood, M. (1989). *Teaching Listening*. London: Longman.