

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings in research. In this chapter, the researcher also present the discussion about the implementation of top-down and bottom-up strategy, and the effect of the treatment to the students' listening comprehension.

4.1 FINDING

In this section, the researchers will present the result of the listening pre and post-test. The pre- test was done before the listening treatment. Due to the current pandemic situation, the process of teaching and learning was done by adopting online learning system. Therefore the treatment used asynchronous learning strategy, by utilizing Google form as the media of learning. In participating the learning process, students are given the link which is specially designed to offer students some listening activities. These activities enable students to practice listening online without teachers' assistance and they can access that freely. Here are the link that could be accessed to practice listening.



Picture 4.1 Listening Practice Link.

The listening audio text in this research was edited by using sound editor application. To design the listening materials, the researchers use WavePad Sound Editor. Wavepad is special audio editing software that has been designed especially for professional music and audio editing. This application provide the users a program which convert written text to voice message.

Before the students accessed the link, the listening test was done and at the end of the semester students were assigned to do the post-tens. The result are as the following.

Table 4.1 Students' Listening Pre-test and Post-test

Student	Pre-test	Post-test
DNS	60	68
AS	40	84
MK	68	88
RF	60	64
NN	52	68
DNS	36	56
ABN	80	84
MF	60	72
MEN	64	76
SNF	64	84
FF	80	80
CN	56	64
KTS	68	80
SK	64	80
ESR	48	64
DPS	20	68
MKW	56	64
ABN	64	80
RDA	46	56
AC	56	64
RAY	60	68
RP	52	68

Table 4.2 Descriptive Statistics of Pre-test

Pre_test		
N	Valid	22
	Missing	0
Mean	57.00	
Median	60.00	
Mode	60 ^a	
Std. Deviation	13.603	
Variance	185.048	
Minimum	20	
Maximum	80	
Sum	1254	

a. Multiple modes exist. The smallest value is shown

Table 4.3 Frequency of Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	4.5	4.5	4.5
	36	1	4.5	4.5	9.1
	40	1	4.5	4.5	13.6
	46	1	4.5	4.5	18.2
	48	1	4.5	4.5	22.7
	52	2	9.1	9.1	31.8
	56	3	13.6	13.6	45.5
	60	4	18.2	18.2	63.6
	64	4	18.2	18.2	81.8
	68	2	9.1	9.1	90.9
	80	2	9.1	9.1	100.0
	Total		22	100.0	100.0

Table 4.4 Descriptive Statistics of Post-test

Post_test		
N	Valid	22
	Missing	0
Mean	71.82	
Median	68.00	
Mode	64 ^a	
Std. Deviation	9.440	
Variance	89.108	

Minimum	56
Maximum	88
Sum	1580

a. Multiple modes exist. The smallest value is shown

Table 4.5 Frequency of Post_test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	9.1	9.1	9.1
	64	5	22.7	22.7	31.8
	68	5	22.7	22.7	54.5
	72	1	4.5	4.5	59.1
	76	1	4.5	4.5	63.6
	80	4	18.2	18.2	81.8
	84	3	13.6	13.6	95.5
	88	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

To do the hypothesis testing, the researchers did the paired sample T test. Paired Sample T-test was used to answer research question number 3 (three). Those questions required the researcher to do comparison analysis between pre-test and post-test score of the same groups. The hypothesis of this research is:

H_0 : there is no significant difference between the students' listening proficiency before and after being thought using top-down and bottom-up listening strategies in understanding news items.

H_a : there is a significant difference between the students' listening proficiency before and after being thought using top-down and bottom-up listening strategies in understanding news items.

The criterion which was used to determine the result of statistical analysis for these statements of the problem is that if the significance value (p value) is higher than α (level of significance) = 0.05, H_0 is accepted. One the other hand, if

the significance value (p value) is lower than α (level of significance) = 0.05, H_0 is rejected.

Table. 4.5 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	before treatment	57.0000	22	13.60322	2.90022
	after treatment	71.8182	22	9.43972	2.01255

Table 4.6 Paired Samples Correlation

		N	Correlation	Sig.
Pair 1	before treatment & after treatment	22	.553	.008

Because the p. value of sig. is lower than 0.05 it can be concluded that there is a significant correlation on the students' listening ability before and after the treatment.

Table. 4.7 Paired Sample Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	before treatment - after treatment	-14.81818	11.49176	2.45005	-19.91334	-9.72302	-6.048	21	<.001

Because the p. value of sig. is lower than 0.05 it can be concluded that there is a significant difference on the students' listening ability before and after the treatment. Therefore the H_0 is rejected, but H_a is confirmed.

4.2 Discussion

The result of the pre-test show that the minimum score is 20 and the maximum score is 80. It indicates that there is a huge gap on the students' listening proficiency. This fact is supported by the value of the standard deviation 13.6. High standard deviation indicates data are more spread out. It indicates that the data are not clustered around the mean, therefore the students' listening proficiency is varied from very low to very high. The subjects of the research are first semester students. It means that this is their first listening subject, therefore it is reasonable when their proficiency is not at the same level. It is also their first experience to practice listening using news items. They need to possess some vocabulary which are related to factual information. It is a challenge for them to listen to some new English vocabulary, because their English is still limited.

After the students are treated by implementing the bottom up and top-down listening strategies, they gain some improvement on their listening proficiency. The value of the mean is increasing up to 71.8. It means that in general the students improve their listening capability. This fact is also supported by statistics data as the value of the standard deviation decrease to the lower level with the value 9.4. This might be caused by the increase of students' vocabulary mastery, due to their effort to adjust themselves to the level of difficulty in the text. After their practice the text they get familiar with the vocabulary, moreover they can practice by applying the listening strategy, and learn that when they have to comprehend an audio text or oral text, they also

need to have previous knowledge or background knowledge to make them familiar with the topic even before they start listening.

The given key words before listening section gives the students clues on the vocabulary that they need to comprehend before they try to understand the complete text and the main and details information. To focus on the vocabulary mastery, the listening module also provide activity that enable students to complete the missing vocabulary in the text. To stimulate the students' understanding about the listening gist and details information, the module are designed with questions that demand students' understanding on the details information. To attract the students' attention and stimulate the students' background knowledge, pictures are presented as the visual aids. To make students know more about the current issues that relates to text, teachers set discussion about the current issues.

Based on the students' progress in doing the listening task, the researchers note some aspects on the students' development of vocabulary focus activities and detail information focus activity.

1. In completing the text with missing words, students make mistake on the spelling, and they sometimes incorrectly comprehend the words with almost similar sound (e.g. producer- consumer, fruit – food, producing – depending, according – recording, etc.)
2. They also often make mistakes in recognizing series of numbers, name of cities, and people names. It seems that they need to be trained how to focus on numbers and names. They commonly makes some errors in recognizing

fifteen with fifty, thirty with thirteen, and they tend to jumble the number when they hear longer series of numbers.

3. When students are assigned to comprehend the details information by answering questions with multiple choice, they still focus on words recognition, identify ideas with similar words. Therefore they sometimes miss the correct information and fail to synthesize the information.
4. Some students are able to understand the main idea or purpose of the news when the information are given explicitly. However students still have many difficulties in integrating or synthesizing information. However, they ability to recall important details and follow the essential ideas presented in the news need to be improved. In fact, they still had limited understanding on certain vocabulary.
5. Students acquire the ability in understanding ideas which clearly stated with simple English. They easily recognize ideas at the group level or clauses with simple structure. Many students fails to understand more complicated information. Students have good ability in answering '*what, where, and when*' questions, than answering questions with '*how and why*' questions. It indicates that their level of comprehension is still at the level of wording.

Despite all of the positive progress on the students' listening proficiency and the new experience in online learning, leaving the students with asynchronous learning without being closely monitored increase the chance for the students to take the course perfunctory. This research reported that not all the students assess the task regularly. This behavior lead to a conclusion that

students do not submit the task with high responsibility. Moreover few of them complete all the exercise and do all the steps. Therefore teachers' assistances, strong instruction and regular progress monitoring are still considered as the primary forces to lead students to a better learning process during online courses in asynchronous learning.