THE CONTRIBUTION OF STUDENTS PART OF SPEECH MASTERY TO THEIR LISTENING COMPREHENSION ACHIEVEMENT AT THE SECOND YEAR OF INFORMATION TECHNOLOGY DEPARTMENT OF SMKN 02 PEKANBARU

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The thesis entitled *"The Contribution of Students Part of Speech Mastery to Their Listening Comprehension Achievement at The Second Year of Information Technology Department of SMKN 2 Pekanbaru"* is written by Dian Cita Sari NIM. 10614003422. It is accepted and approved to be examined in the meeting of final examination of undergraduate committee at Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRACT

This thesis is entitled "The Contribution of Students' Part of Speech Mastery to their Listening Comprehension Achievement at The Second Year of Information Technology Department of SMKN 2 Pekanbaru".

Human communication is based on listening because it is the foundation for effectiveness of interaction. Failure to listen is probably the cause of more problems than any other aspect of language skill. Part of speech are tought to enable the students to deal with good form of understanding listening. Then they produce the good listening comprehension. Pertaining to statement above, one of the important aspects in listening is part of speech mastery. It is very important to show relationships between part of speech to elaborate in listening comprehension.

Based on the previous study, most of them assumed that listening is the most difficult skill in English, they failed in listening, it can be seen from the grades that the students got when they had listening test. Most of them get low grades.

The subject of the study is the second year students of information technology department of SMKN 2 Pekanbaru in academic year 2009/2010, which is divided into four classes. The total number of population was 129 students and the writer took 36 students as sample of this research by using random sampling. To collect the data, the writer used test. To analyze data, the writer used the formula as followes:

$$r_{xy} = \frac{(n\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2) - (\sum x^2)(n\sum y^2) - (\sum y^2)\}}}$$

From the data analysis, it can be concluded that the mean score of students' part of speech mastery is 66.29 and the mean score of listening comprehension is 55.21. The pearson contribution of this research is 0.45 meaning that there is a significant contribution between students' part of speech mastery and their listening comprehension achievement at the second year students of SMKN 2 Pekanbaru.

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Pekanbaru, March 29th 2011

The Writer

DIAN CITA SARI

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CHAPTER I

INTRODUCTION

A. The Background

Mastering English is a challenge for some people because of modern technology which accelerates the development of any fields including education. In Indonesian students at vocational high school, English is also a subject which include in national final exam. Based on the contents of Badan Standar Nasional Pendidikan (BSNP), students' activity in English is focused on four language skills. There are listening, speaking, reading, and writing.

Human communication is based on listening because it is the foundation for effectiveness of interaction. Failure to listen is probably the cause of more interpersonal problems than any other aspect of human behavior. Being able to listen is an important part of communication for everyone but many people get difficulties in listening. The writer has interviewed the students and most of them assumed that listening is the most difficult skill in English. They failed in listening, it can be seen from the grades that the students got when they had listening test. Most of them got low grades. The writer has asked the English teacher of Information Tecnology Department, Grade XI at SMKN 2 Pekanbaru. She said that the students' ability in listening is poor. And the writer has proved it when she did teaching practice in Information Tecnology Department, Grade XI at SMKN 2 Pekanbaru. The grades of each skill were the mean listening score was 5.6, speaking was 6.02, reading was 7.3 and writing was 6.2. It can be concluded that the lowest score of students in English was in listening.

Based on the statements above, all of the elements of English skills support each other. Listening is the an activity of paying attention to and trying to get a meaning from something we hear (Mary Underwood :1989;1). To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasion, and not simply to understand the words. Most learners will spend considerably more time in listening to the foreign language than in producing it themselves. It is not only that they must understand what is said to them during face to face interaction. There is also a vast range of situations where they will be the silent receivers of messages directed at them, from radio, television, announcements and multitude of other sources. Besides, listening has also often been called a passive skill. Listening difficulties result from different causes and vary from person to person. Acording to Brown and Yule (1983) in Nunan (1999:208) there are four factor affecting the difficulty of listening as in

following quotations:

> "(a)The speaker: the number of the speaker, the speaking speed and the type of accent; (b) The Listener: the roles (participant or eavesdroppers), the level of response required and individual interest on the subject; (c) The content: grammar, vocabulary, information structure, background knowledge assumed, and (d) Support: pictures, diagrams or other visual aids."

In other side, Anderson and Lynch (1983) in Nunan (1999:24) categorized the difficulties of listening into three principal categorizes; there are the type of language, the purpose of listening and the context in which the listening takes

place. They also found that difficulty of listening influenced by the organization of information, the familiarity topic, the explicitness and sufficiency of the information, the type of refering expressions used and the texts'static' relationship or 'dynamic' relationship.

Listening is a skill; therefore we can not obtain it without practice. So, it is necessary to have a good ear for English which can only be obtained by a great deal of practice. In order to get better understanding of the complex process of spoken language, a listener must construct meaning from information presented by speaker. The Information Tecnology Department, Grade XI at SMKN 2 Pekanbaru has learn listening for three semesters. Based on KTSP, students' of Vocational section of grade XI should be able to communicate both written and spoken in the form of text descriptive, narrative, anecdote, analytical exposition, and hortory exposition (Departemen Pendidikan Nasional, 2004:66). In the class, the students are also provided with English because the English teachers use English during learning process. As international Vocational High School students, They also learn about mastering part of speech in their learning activity. Moreover, listening tasks are provided in Vocational High School. Here, using part of speech mastery is essential in order to avoid blank of mind. So, we need part of speech mastery to influence students' listening achievement. Part of speech must be learned by students and by teacher. It is very impotant to segment and analyze speech accurately and automatically into appropriate units for listening process.

From the explanations above, the writer can conclude that students' Part of Speech Mastery is very important factor to have good characteristics of the

Listening Process. The Characteristics of the Listening Process: Spontaneity, Context, Visual clues, Listener's response, and Speaker's adjustment. The students' Part of Speech Mastery is one of combine listening with grammar skills. It can help to students' focus on the comprehension of meaning, and get understanding context. The students' Part of Speech Mastery, have contribute to listener' response. Because, in Post-Listening Activities, there are four stages in dictogloss: Preparation, Dictation, Reconstruction, and Analysis and correction.

SMKN 2 Pekanbaru is one of Vocational High School that a strategy place, because it is located in city of regency. SMKN 2 Pekanbaru is a vocational high school located at Pattimura Street No.14 Pekanbaru. In the Information Tecnology Department, listening has learn in Grade XI,SMKN 2 Pekanbaru. Based on ideas described above and based on writer antecedent study towards the problems above, English is taught in this school based on curriculum.

Shortly, the phenomena can be seen below :

1.Some of the students get problems and difficulties in part of speech mastery.
2.Particularly listening achievement of some students is unsatisfied.
3.Some of students know about part of speech, but cannot focus in listening.
4.Some of students do not have motivation in listening.
5.Some students afraid to listening because do not have plan before going to listen and they don't know what they should do
6.Most some of students might not know that their learning styles influence their achievement.

Based on the explanation and phenomena above, the writer would like to conduct a research entitled: "**The Contribution of Students Part of Speech**

Mastery to their Listening Comprehension Achievement at The Second Year of Information Technology Department of SMKN 2 Pekanbaru".

B. Problems

Based on the background of the problem, the writer identify some problem as follows:

1. Identification of the problem

1. Why do the students do not master yet the part of speech?
2. What factors that causing the student make mistakes in listening?
3. Why do some of students don't have motivation in listening?
4. Why do students know about part of speech, but cannot focus in listening?

2. Limitation of the problems

In this research, it is necessary to limit the problems. The writer concerns about: The Contribution of students part of speech mastery to their listening comprehension Achievement At the second year of information Technology Departement of SMKN 2 Pekanbaru.

3.Formulation of the problems

Based on limitation of the problems above, this research will be formulated into the following research questions: "Is there any significant contribution between student's part of speech mastery and their listening comprehension achievement?"

C. The Objective and Significance of the Research

a. The Objective of the Research

1. To know how ability of the students'part of speech mastery and their listening comprehension at the second year of SMKN 2 Pekanbaru.

2. To find out the contribution of students'part of speech mastery to their listening comprehension achievement.

b. The Significance of the Research

1. To improve their students achievement and creativities exspecially in understanding part of speech test and listening task.
2. To add references for other researchers having the same problem
3. To complete one of the requirements intended to finish the writer's study program at English Education department of Education and teacher training faculty of State Islamic University of Sultan Syarif Kasim Riau.

D. The Reason of Choosing the Title

a. This research is relevant to the writer's status as a student of department of English education at UIN SUSKA Riau Pekanbaru.
b. This research is relevant to the writer's status as a candidate teacher that should know how to use various media in teaching learning process.
c. As far as the writer knows, this title is not researched yet.

E. The Definition of The Term

1. Contribution is the way to describe the supporting of relationship two sets of items in this research, the term of Contribution study refers to the Contribution of students part of speech mastery to their listening comprehension Achievement At the second year of information Technology Departement of SMKN 2 Pekanbaru.

2. Students are person who are studying to get knowledge have particular interest in something (Hornby, 1989:127)
3. Part of speech

   Richards, et al (1992: 266) said that part of speech is a traditional term to describe the different types of word that are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.
4. Mastery

   Mastery is skill or knowledge that makes one master of a subject (Merriam Webster, in Budi Hotma Shantya, 2006:7).
5. Listening

   According to Hornby (2000:783), Listening is the activity of paying attention and trying to get meaning from something we hear.
6. Comprehension : the ability to understand (Hornby, 2000:263)
7. Achievement

   Morgan (1961; in Maysarah 2006) defines achievement is a powerful motivate to accomplish something to succed at what one undertakes and to avoid failure. Achievement in this research refers to students accomplishment on a test of their knowledge and their skills in English

CHAPTER II

REVIEW OF LITERATURE

1. The Part of Speech Mastery

Part of speech is the basic types of words that English has. English learners should be able to recognize and identify the different types of words in English, so that we can understand grammar explanation and use the right word from in the right place. Parts of speech are words that can be used in various contexts. Every word in the English language functions as at least one part of speech; many words can serve, at different times, as two or more part of speech, depending on the context. According to Burton (1982: 130) states that ”they are eight parts of speech they are namely; noun, verb, adjective, adverb, pronoun, preposition, conjuction and interjection”. In reference to the above statement or idea, it is also pointed by Mc Nahan and Susan day (1984:340) say that “”they are eight parts of speech they are namely; noun, verb, adjective, adverb, pronoun, preposition, conjuction and interjection”. According to Richards, et al (1992: 266) said that part of speech is a traditional term to describe the different types of word that are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. Part of speech may be identified by:

a) Meaning (e.g., a verb is the name of a state or event: go)
b) Form (e.g., a verb has an –ing- form, a past tense and a past participle: going, went, gone)

c) Function (e.g., a verb may form or be part of the predicate of a sentence: they went a way).

These criteria will identify the most typical representatives of each part of speech. Based on the explanation above, part of speech is used in writing or sentence such as; noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. Parts of speech are important aspect of grammar that determines to employ in writing English composition. Below the eight part of speech and examples of each tense taken from Harmer's (1998: 37) book;

Noun is a word (or group of words) that is name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example;

Words;	Sentences;
Book	I recommend this *book*

a) Pronoun is a word that is used in place of a noun phrase. Example;

Words;	Sentences;
Him	Look at *him*!

b) Adjective is a word that gives more information about noun,pronoun. Exs;

Words;	Sentences;
Better	We all want a *better* life!

c) Verb is a words (or group of words that is used in describing an action, experience or state. Example;

Words;	sentences;
Ride	I like *reading* horses

d) Adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or whole sentence. Example;

Words;	Sentences;

In half an hour See you *in half an hour.*

e) Preposition is a word (or group of words) which is used to show the way in which other words are connected.Example: Words; Sentences;

For A plan *for* life

f) Conjunction is a word that connects sentences, phrases or clauses. Example;

Words; Sentences;

And Fish *and* chip

g) Interjection is a word which indicates an emotional state or attitude such as delight, surprise, shock, and disgust, but which has no referential meaning. Example; Words; Sentences;

Gosh *Gosh*, is that the time?

The structures realizing sentence elements are composed of units, which can be referred to as part of speech. This can be exemplified for English as follows:

1. Noun : john,room, answer, play

   Adjective: happy, steady, new, large, round

   Adverb: steadily, completely, really

   Verb: search, grow, play, be, have, do

2. Article: the, a,an

   Demonstrative: that,this

   Pronoun: he, they, anybody

   Preposition: of, at, in, without

   Conjuction: and, that, when, although-- Interjection: oh, ah, ugh.

In research writer, only take some of them, because writer wants to spesicific about part of speech only, even though Mc Nahan and Mc Nahan and susan day are divided into eight parts of speech. The writer limits the theory. It is not only the writer's want desire but also there are some authors explain about part of speech it self.

According to Richards, (1992:256) states that "a group of words (a part of speech), which contains unlimited number of items. Noun, verb, adjective,and adverb are open-class words. Regarding with statements above Fries and Robert (in Syafi'I 1993:26) point out that classes of word, they are include the classes of words in which they are usually labeled as: (1) noun (2) verb (3) adjective (4) adverbs. Acoording to Richards the definition of kind part of speech as follows:

a. Noun is word, which (a) occur as the subject or object of a verb or the object (complement) of preposition (b) can be modified by an adjective (c) can be used with determiners. Noun typically refers to people, animal, place, thing, or abstraction.
b. Verb is a word, which (a) occurs as part of predicate of a sentence (b) carries markerd of grammatical categories such as tense, aspect person, number and mood, and (c) refers to an action or state. For example: Jhon loves Tom.
c. Adjective is a word that describe the thing, quality, state or action, which a noun refers to. For examples: in a beach hat is an adjective
d. Adveb is a word that describes or add to the meaning of a verb, an adjective, another adverb, or sentence, and which answer such as question as how?, where?, or when?. In English, many adverbs have and-ly ending. For example, adverb of manner, e.g. carefully, slowly, adverb of place, e.g. here,

there is locally and adverb of time, e.g now, hourly, yesterday. In this paper, only adverb of manner will be delivered by writer.

Based on theory above, it can be conclude that part of speech mastery is one of ways to study listening and it is very crucial in teaching English, because through part of speech students will be easy to determinine what kinds of part of speech that they used. If a noun, they are used to subject or object. An adjective is used after to be or nominal sentence. A verb is used as a predicate or verbal sentence. And an adverb is used expression of the time, place and manner. In this paper the writer is only focus on adverb of manner.

Based on the example above it is clear that in one be change the part of speech. Meaning that the word to be derive in (Morpology). From the example above writer would like to make research in listening comprehension. The writer wants to know about the students ability part of speech mastery and listening comprehension. Note for the reader: *not all words can be changed the four world classes (noun, verb, adverb, and adjective).*

2. The Mastery

Many of linguistics have their own definition about mastery. Mastery means great skill or knowledge. However, on other words (Merriam Webster in Ika Eliska, 2008:7) stated hat mastery is skill or knowledge that makes of a subject. Based on their definition we can conclude that mastery is he skill or knowledge that someone really understands about. It refers to the result of the students after they get some experiences in learning English especially in the present perfect tense, they have to learn and practice more about it.

3. Listening

a. The Definition of Listening

There are many definition of listening. According to Harwood and Cartier (1962:43) listening is mainly a process of attending of paying attention to sounds in order to comprehend their meaning. Saricoban (1999) states that listening is the ability to identify what others are saying. In the same view, Yagang (1993:189) says that listening is the ability to identify and understand what others are saying. Howatt and Dakin (1993:189) mentioned that listening involves understanding a speaker's accent or pronunciation, grammar, vocabulary, and grasping the meaning. We can draw the listening is not absence of talking but the presence of attention. Attention refers a process which guides learners with where to place their attention when given auditory input. For proficient listeners, it found that selective attention is a good strategy and generally works if input is at the speed processing, and the number of new or unknown items does not exceed the number of known items,and there are no semantic or syntactic anomalies. Listening is not simply hearingthe other person, it understands them. It requires participation, action, and effort. Listening is the glue that holds communications. It is the foundation of understanding and is absolutely essential for effective communication.

Muriel and Collins (1978:70) explained that listening is a mental ability to pay attention to the message carried by sound and waves. While Quibliu, Johnson and Matt (1981:363) defined listening as perceiving sounds from the speaker, attaching the meaning to the words and designing an appropriate response, which involves what the speaker has said long enough to interpret his meant.

Listeners need to listen to get the speakers' main ideas and not try to remember every word. When trying to understand what the speakers say, a listener uses too much attention trying identify words and phrases that the message and meaning get lost. The reason for loss of the message when one can not segment automatically is that the amount of attention each individual has for information processing at any given moment is limited. For Listening comprehension to occur, various cognitive tasks must take place in a brief of time, and they all require attention.

Furthermore, Nicholas (1988:25) as quoted by Ariani (2007:7) pointed out listening is the active process and which the listener plays a very active part in constructing the overall message that is eventually exchange between listener and speaker.

Another explanation is given by Gartside (1982:119) in Ariani (2007:7) said that listening is an activity and purposeful process, in which listener participate and make positive contribution by bring their power concentration to hear what they hear. We can see that listening is actively understanding and retaining the information from the speaker. The Listener is required to be more active in absorption the meaning of words and sentences.

From the explanations above, the writer can conclude that listening is an important skill. Listening is an active process by which students receive, construct meaning from, and respond to spoken and verbal or nonverbal messages. The listener should understand what the speaker said in order to get the information. Succesful listening is definitely an active skill which requires involvement.

b. The Nature of Listening Comprehension

Listening is the an activity of paying attention to and trying to get meaning from something we hear (Mary Underwood, 1989: 1). According to (John Sinclair .1987 :849) Listening means paying attention to someone who is talking or to a sound that you can hear. To listen succesfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. A speaker saying "You're late" for example, may be wishing to convey any one of a range of meanings: simply stating the fact that you have arrived late, or complaining because he/she has had to wait, or expressing surprise because he/she did not expect you to arrive late. So what the speaker means lies only partly in the words spoken, and we as the listener must recognise and interpret the other factors which are used to convey the message to us. From definition above. It is clear that listening is very important for us.because we are not only aquired to listen something/messages but also we should understand what the speaker convey is.

No one knows exactly how listening works or how people learn to listen and understand. It is skill which seems to develop easily for mother tongue listening, but requires considerable effort where listening in aforeign language is concerned. There are many activities to improve listening. It is important for students cause, they can familiarize with different vocabulary, speed, accents, pronounciation, and even grammar structure in different contexts. The activities are:

- Listen to English song and English Film
- listen to TV news reports
- Listen to TV programmers or videos

- Listen The radio

c. Listening Purpose

Listening as a major component in language learning and teaching firsthit the spotlight in the late with james asher in which the role of comprehension was given prominence as learners were given great quantities of language to listen before they were encouraged to respond orally. Listening is the most frequent activity that normal people do in their lives. By listening, they get most knowledge of the words from news and the people meet and know.

Listening purpose is that the liteners' focus on every word which the speaker convey and can acceptable. When listening to television, we usually tune in to certain items and exclude others. The exclusion can be due to a lapse in concentration or to lack of interest in certain topics or to officiency in listening.

d. The View of Listening

Listening views are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening views can be classified by how the listener processes the input. There are two views of listening according to Nunan (1999:200): Top-down processing views are listener based and Bottom-up processing views are text based.

e. The Process of Listening comprehension

According to Fang (2008) listening comprehension means encouraged the leaners to concentrate on active processs of listening for meaning using not only the linguistic cues but also nonligustic knowledge as well. Meanwhile, as O'Malley and Chamott (2008) explained that listening comprehension is an

active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge while relying upon multiple strategic resources to fulfil the task requirements. From the explations above, we can draw that listening comprehension is a process which involves meaningful interactive activity for an overall understanding of the text.

Listening comprehension refers to the way listeners select and interpret information that comes from auditory and visual clues in order to come to better understanding and comprehension of what speakers say. Listening comprehension views listening to spoken language asan active and a complex process in which listener focus on hearing input, create meaning and relate what they hear to existing knowledge. Listening comprehension allows listeners to effectively interpret the message being presented. Thompson and Rubin (2005) described that listening processs is an active process in which listener select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. Listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

f. Some Potential Problem in Listening Comprehension

They are a variety of factors that affect listening comprehension of English. According there exist many ways to classify these factors. Considering various aspects of listening comprehension, Yagang (1993:190-192) organizes the major listening problems as follows:

1. *The Message*. Quickly forget what is heard, Do not recognize words they know and Understand the words but not intended message

2. *The Speaker*. Do not understand subsequent parts of input because of earlier problems
3. *The Listener*. Neglect the next part when thinking about meaning
4. *Physical setting.* Unable to form a mental representation from words heard

g. What Makes Listening Difficult

Determining difficult is a major problem confronting syllabus designer and curriculum specialist who choose to adopt the nation of task as a central planning tool (Nunan 1989a). fortunately, there has been considerable work done in recent years on the factors which create difficulty for listener and speakers.

Based on statement above, it is clear that, listening is one difficult subject to learn than others ,because must use our ear to hear well what is the speaker says. This is fact, that are experienced by Vocational High School students, they are gaps toward listening especially in examination, besides they need understand well to hear, they also aquired to have many vocabularies in order misunderstanding and can to understanding.

According to Brown and Yule (1983 in David Nunan,1991: 24) suggest that there are four clusters of factors which can affect the difficulty of oral language tasks as follows:

1. These relate to the speaker (how many there are, how quickly they speak and what types of accent they have).
2. The listener (the role of the listener whether a participant or eavesdropper, the level of response required and the individual interest in the subject).

3. The content (grammar, vocabulary, information structure and background knowledge assumed).
4. Support (whether there ere pictures, diagrams or other visual aids to support the text).

Anderson and Lynch (1998) states that they found the diffulty of listening task was particularly influenced by the following:

1. The organisation of information (texts in which the order in which the information was presented matched its chronological sequence in real life were easier than texts in was presented out of sequence).
2. The familiarty of the topic
3. The explicitness and sufficiency of the information
4. The type of reffering expressions used (for example, use of pronouns rather than complete noun phrase referents made texts more difficult)
5. Whether the text described static relationship (for example, geometric figures) or dynamic relationship (for example, a road accident).

Based on explanation described above, it is clear that, listening is one of kind difficult subject for students. According (Brown , 1994 : 238-240) there are eight makes listening difficult. They are as follows:

1. Clustering

In written language we are conditioned to attend to the sentence as the basic unit of organization. In spoken language , due to memory limitations and our predisposition for chunking or clustering, we break down speech into smaller group of words. Whereas, in teaching listening we need to help students to pick

out manageable clusters of words: sometimes secong language learners will try to retain overly long constituents (a whole sentence or even several sentences).

2. Redundancy

Redundant we not found only in speaking ,reading but also in listening. In this sentence means we find redundant when the speaker speak is not clear, outomaticly we confused to take what the messages that conveyed by speaker.

3. Reduced Forms

While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. Reduction can be phonological. These reduction pose significant difficulties especially to classroom learners who may have initially been exposed to the full forms of the english language.

4. Performance Variables

In spoken language , except for planned discourse (speeches, lectures, etc), hesitation, fale starts, pauses and correction are common. Every casual speech by native speakers also commonly contains ungrammatical forms. Some of these forms are simple performance slips.for example “we arrived in a little town that there was no hotel anywhere” is something a native speaker could easily self correct. Other ungrammatically arises out of dialect differences “I don’t get no respect” the second language learners are likely to hear sooner or later.

5. Colloquial Language

Means in using idioms, slang, reduced forms, shared cultural knowledge are all manifested at some point in conversition. Colloquial appear in both monologues and dialogues.

6. Rate of Delivery

Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speen and , at times, delivered with few pauses. Unlike reading, where a person can stop and go back to reread something, in listening the hearer may not always have the opportunity to stop the speaker. Instead, the stream of speech will continue to flow.

7. Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension. As a stress time language, English speech can be terror for some learners as mouthfuls of syllables come spilling out between stress points. The sentence “The PREsident is INTerested in ELImInating the emBARgo.” Also intonation patterns are very significant not just interpreting such straightforward elements as questions and statememts and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, praise etc.

8. Interaction

Unless a language learner’s objective is exclusively to master some specialized skill monitoring radio broadcast or attending lectures, interaction will play a large role in listening comprehension. Conversation is especially subject to all the rules of interaction, clarification, attending signals, turn taking and topic nomination, maintenance. So, to learn to listen is also to learn tp respond and to continue a chain of listening and responding.

Classroom techniques that include listening comprehension must at some point include instruction in the two way nature of listening. Students need to understand that good listener are good responders. They know how to negotiate meaning, ask for clarification, to maintain a topic etc.

Mary Underwood ,(1989 : 16-19) states that, there are potential problems in learning to listen English for students as follows:

1. Lack of control over the speed at which speakers speak
2. Not being able to get things repeated
3. The listener's limited vocabulary
4. Failure to recignise the 'signal'
5. Problems of interpretation
6. Inability to concentrate and established learning habits

There are three stages in listening activities for language learners: **pre-listening**, **while-listening**, and **post-listening**,

1. Pre-Listening Activities

Before listening, there are 3 things should be considered:

a. How can we **motivate** students by making the topic relevant and interesting to them?
b. What knowledge is already known to the students and how can that **knowledge be activated** for new knowledge to be built upon?
c. What language support, e.g. **key vocabulary and key structures,** do students need in order to understand the text?

1. Prediction

-Good listeners are good predictors. Teachers should train students to predict. Examples: If there is a picture, discuss it to predict (Picture can attract students and make them focus). If there is no picture, find a picture or draw a picture that relates to the listening text.

2.Setting the scene : to help students provide the background information to activate learners' schema in order to be better prepared to understand what they hear.

3.Listening for the gist: to ask students one or two questions that focus on the main idea or the tone or moodof the whole passage.

4.Listening for specific information : to listen only for some specific information and ignore the rest of the entire message.

2. While-listening Activities

a. *No specific response* : to reduce anxiety by listening any kind of material that is interesting, humorous, or dramatic.

b. *Listen and tick*. Example.Directions: You are going to listen to three students giving their opinions about their school subjects. Listen carefully and decide if they like or dislike the subjects. Put a '√' for 'like' and a 'x'.

c. *Listen and sequence***.** Asking students to find out the order of things based on what they hear. This helps students build up their confidence and prepare them for the real world where they will not be able to understand everything they hear. Example. Directions: Listen to announcement of the order of the games at a sports meeting.

d. *Listen and Act*. The use of TPR, concentrating on learning language by listening and responding physically to commands or directions. Examples: Stand up, Pretend like you're walking through mud.

e. *Listen and Draw*. The students are asked to draw pictures, diagrams, etc. on paper. This activity works very well as an information gap activity. One student draws a simple picture and then tells her partner how to draw it.

f. *Listen and fill*. The students read along while they listen to something and fill in the blanks with the words they hear.

g. *Listen and take notes*. It is done with a guide of a table with headings given. Students need to listen to the passage carefully and fill in the information with key words under appropriate headings.

3. Post-Listening Activities

1. Multiple-choice questions. To prepare students to have MC question tests.
2. Answering questions, about the attitude (the person was angry, happy etc.)
   - The answers found in the passage and inference questions
3. Note taking and gap-filling
   - Students take notes while listening.
   - Students listen again and completing their notes.
   - Students do not have to use original words from the text.
4. Dictogloss
   - The teacher reads the text two or three times.
   - The students make a summary on what they hear.
   - The students discuss their notes to reconstruct the passage.
5. Four stages in dictogloss:
   1. Preparation. The teacher introduces the topic, and gives key words
   2. Dictation. The teacher reads the text two or three times. On the first listening, the students just listen. On the second or third, the students take extensive notes. The teacher reads the passage in a normal speech.
   3. Reconstruction. Based on their notes, the students work in pairs or groups to reconstruct the passage.

4. Analysis and correction. The students compare their work with the original passage. The students discuss their mistakes analyze them.

4. Concept of Student Achievement

Clark in Maysarah (2006) states that students capability in learning give 70% contribution toward their achievement, while 30% coming from their surrounding. Stern (1983 in Maysarah 2006) says that there are some factors that influence the students' achievement, they are Characteristic of the learners, such as : Ability, Attitudes, Personalities, and motivation.

Morgan (1961 in Maysarah 2006) states that achievement is accomplishment on a test or knowledge or skill and also personal motivate on other words. Morgan defined achievement as a powerful motivate to accomplish something to succed at what one undertakes and to avoid failure.

Slamento (1991: 54 in Maysarah, 2006) says that students' achievement is influenced by some factors, such as:

1. Internal factors, They are:
   - Exhausted Factors and physical factors such as physical state and condition
   - Physichological factors, such as intelegence attention interest talent/motived
2. External Factors, for example:
   - Family factors such as environment economical condition
   - School factors, such as teachers method curriculum and homework

5. The Contribution of Students Part of Speech Mastery to their Listening Comprehension Achievement

There are Four Principles and models for teaching listening: Focus on process, Combine listening with other skills, Focus on the comprehension of meaning, and Grade difficulty level appropriately. There are 12 Principles for selecting and using listening activities:

1. Having a real, communicative purpose.
2. Using authentic language without significantly slower or simpler speech than would normally be used in everyday life.
3. Using pre-listening tasks (e.g.discussing the topic, brainstorming, presenting vocabulary, sharing of articles) to stimulate the appropriate background knowledge and help learners identify the purpose of the listening activity.
4. Offering content that is personally interesting and motivating to learners.
5. Inferring meaning from body language and related context clues. Offering many environmental clues to meaning, just as in real-life listening.
6. The whole listening text should be given, and then it should be divided into parts that can be repeated. This sequence gives listeners time to think and rethink their hypotheses about the meaning of what is said.
7. At the end, the whole text should be given again, and learners should have the opportunity to discuss their hypothesis and how they tested,altered them.
8. The listening activity must require listeners to respond in some meaningful fashion, either individually or in small groups by saying something, following a command, asking a question, taking notes, and so on.
9. The listening activity must be fashioned so that listeners with normal background knowledge are able to understand the topic without doing specialized research, comprehending the messages. So, it is very important

to design tasks the performance of which show how well the students have comprehended the listening material.

10. The text of the listening activity must be typical for its own speech type; that is, an informal conversation must have short, and redundant
11. The classroom climate surrounding the listening activity must be non-threatening and positive, and simple affective strategies.

From the explanations above, the writer can conclude that students' Part of Speech Mastery is very important factor to have good characteristics of the Listening Process. The Characteristics of the Listening Process: Spontaneity, Context, Visual clues, Listener's response, and Speaker's adjustment. The students' Part of Speech Mastery is one of combine listening with grammar skills. It can help to students' focus on the comprehension of meaning, and get understanding context. The students' Part of Speech Mastery, Because, in Post-Listening Activities, there are four stages in dictogloss: Preparation, Dictation, Reconstruction, and Analysis and correction have contribute to build good listeners' response.

B. The Relevant Research

As a matter of fact, there are similiar prelemenary researches conducted by Budi Hotma Shantya (2006) in his reseach he focuses on " The Correlation between mastery vocabulary and listening achievement for the second year students of state SMAN 8 Pekanbaru".

The some research was conducted by Umi Maysarah (2006) in her research she focuses on "The Corelation between part of speech support and students'achievement in learning English at Third year MAS AL-Munawarah

Kampung Jawa Belitung". Based on her research says that the effectiveness of using part of speech support to increase student's achievement learning motivation is effective. There is a significant correlation between the effectiveness mastery part of speech in increasing students' listening comprehension achievement.

C. The Operational Concept

Operational concept is the concept used for giving an explanation about theoretical framework. In this research, there are two variables; The data consist of two variables namely; the independent variable is symbolized by "X" refers to "Part of Speech Mastery" while, dependent variable is symbolized by "Y" refers to students' achievement in listening comprehension. It has stated in the theoretical framework that following indicators:

Variable X

a. Student's part of speech mastery

1. Students can use noun properly
2. Students can use verb properly
3. Students can use adverb properly
4. Students can use adjective properly

Variable Y

b.Listening comprehension achievement

1.Students to get meaning form something they listen
2. Students to interpret from something they listen
3. Students to recognize from something they listen
4. Students to respond from something they listen

I.ASSUMPTION AND HYPOTHESIS

1. Assumption

The writer‘s assumptions are as follow:

a. The writer’s assumes the students’ second year in information department can mastery of part of speech and listening acihevement..

b. However, how far students have high score in parts of speech to contribute their listening comprehension acihevement.

2. Hypothesis

Based on assumptions above, there are two hypothesis proposed:

a. There is any significant difference mastery of mastery of language skill between the mastery part of speech and listening acihevement of the students’second year of information department-SMKN2 Pku.

b. There is not significant difference mastery of language skill between the mastery part of speech and listening acihevement of the students’second year of information department-SMKN2 Pekanbaru.

The analysis of data from this study is divided into three sections. The first section will address the perceptions of the students about story telling. The second section will detail the results of the pre-and post test retelling scores, breaking down the success of students at different story grammar elements. The third section will discuss the answers to the opinion and connection questions asked after the students’ retellings. Section One- Perceptions of Kindergarten Students

CHAPTER III

RESEARCH METHODHOLOGY

A. The Research Design

This research is contribution research because in this research find out the relationship of two variable. The students' part of speech mastery which is symbolized by "X" is as independent variable and second, dependent variable is the students' listening comprehension which is symbolized by "Y". The design of the research is pictured by the following diagram:

B. Location and Time of The Research

The Research was conducted from Juni to August 2010 at the second year information technology deparment of SMKN 2 Pekanbaru. It is located in Pattimura street no.14 Pekanbaru.

C. The Subject and Object of the Research

The subject of this research was the second year students of information technology department of SMKN 2 Pekanbaru. The objects of this study were the students' part of speech mastery and their listening comprehension achievement.

D. The Population and Sample

The population of this research is all the second year students of information technology department of SMKN 2 Pekanbaru. There were four classes of the second year students in this research. The number of population is 129 persons. Male is 109 persons and female is 20 persons.

In obtaining the sample, the writer used random sampling. The number of population is relatively large. So, it is necessary to take the sample. Based on Suharsimi Arikunto (1996:112) says that if the amount of the subject less than 100, it is better to takes all of the population and if the amount of the subject more than 100, it is better to take about 20-25%. The writer takes about 25% of 129 students are 36 respondents that was be sample.

Table III.1
Number of the sample

No	Class	Male	Female	Total	Male	Female	Total
1	II TKJ 1	28	4	32	8	2	8
2	II TKJ 2	26	6	32	6	2	8
3	II RPL I	26	8	34	8	3	11
4	II RPL 2	29	2	31	8	1	9
Total		109	20	129	28	6	36

(Source: SMKN 2 Pekanbaru)

E. The Technique of Data Collecting

1. Listening Test

To get the real listening comprehension score of sampled students, they were given listening test. The kind of listening tests are short answer question based on the passage and essay which they filled in the blank spaces by listening to the tape. The test are 6 items in term of short answer question and 18 items in the form of completing the missing words. The test was taken from cassette of textbook Look Head II. The test was formulated based on Close Procedure. A close present the test-taker with a written (oral) text of which certain words (letter sentence) we deleted according to some criteria. The test-taker is required to fill in the missing parts. The test-taker selects a text and deletes words according to criteria, which is selected. Easier construct Fixed Ratio Close since it means that

the words were deleted systematically according to fixed number of gaps; example every 5th word, every 6th word, etc. The close procedure is recognized as an overall proficiency test because it tends to correlate very highly with test measuring other language skills; including listening. High contribution was obtained by many languages. This led to the conclusion that the Close Procedure can be used as an overall proficiency test, placement test and ear-of-years' test.

The main advantage of the Close Procedure is that it is extremely easy to construct, administer, grade and there is no need to write question (Shohamy, 1985: 46-49). Here, the writer selects Fixed Ratio Deletion for the test. It will be deleted every a sentence. The test will be taken from cassette of textbook Look Head II.

Table III.2
The Blueprint of Listening Comprehension Instrument

No	Type of test	Items	Number of items
1	Short answer question	6	1,2,3,4,5,6
2	Filling the blank	18	7,8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

2. Students'part of speech mastery test

Students'part of speech mastery of test consist of 20 items multiple choices. Part of speech has four categories; Adjective, Verb, Adverb, and Noun.

Table III.3
The Blueprint of MuItiple Choice of Part of Speech

No	Indicator	Items Number	Number of items
1	Noun	5	1,2,3,4,5
2	Adjective	5	6,7,8,9,10
3	Verb	5	11, 12, 13, 14, 15
4	Adverb	5	16, 17, 18, 19, 20
Total		20 Items	

E. The Technique Data Analysis

After collecting the data, the writer analyzed the data as following ways:

1. The writer checked the score of students' works. If a student answered the question correctly, he/she got point one and he/she got none if incorrect. According to Wayan & Sunarta (1986 : 76) says that the formula is:

$$P = \frac{X}{N} \text{ X } 100\%$$

Where:
P = Individual score
X = Number of correct answer
N = The number of items

2. The writer calculated the percentage of the students' ability in part of speech mastery and students' ability in listening comprehension by using this formula:

$$P = \frac{f}{N} \text{ X } 100\%$$

Where: (Hatch and Farhady, 1982: 46)
P = Individual score
f = Number of Frequency
N = The number of items

3. To know the average score of student ability, the writer presentation the data by using formula

$$M = \frac{\sum FX}{N}$$

Where: (Heaton, 1975: 169)
M = The mean score of the students'score
$\sum FX$ = The Sum of score
N = The number of items

After finding out the result of students' score, it was found that the score of the students'range from 0 to 100. The range can be seen as follows:

Table III.4
The Classification of Students' Score

No	Clasification	Criteria
1	80 - 100	Good to Excellent
2	60 - 79	Average to Good
3	50 - 59	Poor to Average
4	0 - 49	Poor

4. To find out whether there is significant contribution students'part of speech mastery (X) to their listening comprehension achievement (Y), the writer takes test linearity of the data and the independency in linear regression.

A. Regression of Y over X

1. Calculation of coefficient of 'a' and 'b'

$$a = \frac{(\sum Y)(\sum X^2)-(\sum X)(\sum XY)}{n\sum X^2-(\sum X)}$$

$$b = \frac{n(\sum XY)-(\sum X)(\sum Y)}{n\sum X^2-(\sum X)}$$ (Sudjana, 1992: 315)

2. The Equation of Linear Regression

$$Y = a+b$$

B. Linear Regression Analysis

1. The Sum Square of a (SS a)

$$SS\ a = \frac{(\sum Y)}{n}$$

2. The Sum Square of b/a (SS b/a) (Sudjana, 1992: 313)

$$SS\ b/a = b\left[\sum XY - \frac{(\sum X)(\sum Y)}{n}\right]$$

3. The Sum Square of Residue (SS Res)

$$SS\ Res = \sum Y^2 - \left(SS\frac{b}{a}\right) - \frac{(\sum Y)}{n}$$

4. The Sum Square of Error (SS E)

$$SS\ E = \sum X\left[\sum Y - \frac{(\sum Y)}{n}\right]$$

5. The Sum Square of Standard Error Estimate (SS SEE)

SS SEE = SS Res - SS E

6. The Mean Score of Error (MS E)

$$MS\ E = \frac{SS\ E}{n-G}$$

7. The Mean Score of Residue (MS Res)

$$\text{MS Res} = \frac{\text{SS Res}}{n-2}$$

8. The Mean Score of Standard Error Estimate (MS SEE)

$$\text{MS SEE} = \frac{\text{SSS EE}}{G-2}$$

9. Finding the independency of Variables X to Variable Y. It used to know whether there is a positive contribution between two variables; the writer used the following formula:

$$F = \frac{S^2\ Reg}{S^2\ Res}$$

Hypothesis will be accepted if F > Ft

If Y is not dependent on X, it means there is no correlation between variable X and variable Y. So, the hypothesis that there is a positive contribution between students' part of speech and their listening comprehension. If X and Y are not linear or the hypothesis of linear of regression model is rejected, it is necessary to seek another model regression and the product moment correlation can not be used.

10. Finding the Linearity of Variable X to Variable Y

It is used to know whether the data are distributed linear or not, the writer used the following formula:

$$F = \frac{S^2\ T}{S^2\ E}$$

The model linear of regression will be accepted if Fh < Ft. All the result of computation data above then put into the following table of variance for testing independency and linearity of data (ANOVA)

Table III.5
The List of ANOVA

Variance Resources	Df	SS	MS	F
Total	N			-
Regression a	1			-
Regression b/a	1	**SS (b/a)**	**SS (b/a)**	
Residue	n-2			
Standard Error Estimate	G-2	**SS SEE**		
Error	n-G	**SSE**		

Where: df= Degree of freedom

SS= Sum Square

MS= Mean Square

- df of regression (a) = 1
- df of regression (b/a) = 1
- df of residue (S) = n-1
- df of Error (G)= n-G
- df of Standard Error = G-2 (Sudjana, 1992:332)

To find out the contribution students' part of speech mastery to their listening comprehension achievement, the following formula is used:

$$r_{xy} = \frac{(n\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2) - (\sum x^2)(n\sum y^2) - (\sum y^2)\}}}$$

r_{xy} = Coefficient correlation Pearson-product moment

N = The number of subject

Y = The students' listening comprehension achievement as the product moment dependent variable

∑x = The sum of the X score

∑Y = The sum of the Y score

∑XY = The sum of the X and Y

After finding out the result of the coefficient of correlation, the writer gives the interpretation of the coefficient of correlation whether it is very low, low, moderate, high, or very high. According to Sudijono (2004: 193) the interpretations of coefficient of correlation are as follows:

Table III.6
The Interpretation

r_{xy}	Interpretation
0.00 – 0.20	There is a very low correlation between the two variables
0.21 – 0.40	There is a low correlation between the two variables
0.41 – 0.70	There is a moderate correlation between the two variables
0.71 – 0.90	There is a high correlation between the two variables
0.91 – 1.00	There is a very high correlation between the two variables

To know whether the hypothesis of the research is accepted or rejected, it can be found by comparing the value of r_{xy} with the value in the table of Product Moment Correlation. Before doing that step the value of the degree of freedom is as follows: $df = N - nr$

Where : df = degree of freedom

N = Number of respondents

nr = The total of variables (Sudijono, 2004:194)

When the value of the degree of freedom has been known, the final steps is to consult the value of the degree of freedom to r table of Product Moment with the level of significant of 5% (0.05) which means there are only five possible errors of the case observed.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this chapter, the writer presents the result of the research data, which have been collected from second year students of information technology department of Vocational High School 2 Pekanbaru. The title of this research is *The Contribution of Students Part of Speech Mastery to their Listening Comprehension Achievement at The Second Year of Information Technology Department of SMKN 2 Pekanbaru.* The number of the students is 129 student.

The data consist of two variables namely; the independent variable is symbolized by "X" refers to "Part of Speech Mastery" while, dependent variable is symbolized by "Y" refers to students' achievement in listening comprehension. The presented data are gained through part of speech test and listening test.

The kind of listening test are short answer question based on the passage and essay which they filled in the blank spaces by listening to the tape. The test are 6 items in term of short answer question and 18 items in the form of completing the missing words. The test was taken from cassette of textbook Look Head II. The test was formulated based on Close Procedure. And the kind of Students' part of speech mastery test consist of 20 items multiple choices, with four categories, they are namely; Adjective, Verb, Adverb, and Noun.

There are two data presentation that are served by the writer. They are; data score part of speech from multiple choice and data from listening test, and they are as follows:

1. Data on Students' Part of Speech Mastery

The students' part of speech mastery can be seen as follows.

Table IV.1
The students' Part of Speech Mastery

No	Students' Score	Level ability
1	75.00	Average to Good
2	82.00	Good to Excellent
3	78.16	Average to Good
4	78.16	Average to Good
5	80.00	Good to Excellent
6	66.67	Average to Good
7	62.50	Average to Good
8	62.50	Average to Good
9	66.67	Average to Good
10	50.00	Poor to Average
11	58.33	Poor to Average
12	66.67	Average to Good
13	88.33	Good to Excellent
14	75.00	Average to Good
15	75.00	Average to Good
16	66.67	Average to Good
17	70.83	Average to Good
18	75.00	Average to Good
19	70.83	Average to Good
20	62.50	Average to Good
21	70.83	Average to Good
22	75.00	Average to Good
23	45.83	Poor
24	66.67	Average to Good
25	50.00	Poor to Average
26	50.00	Poor to Average
27	62.50	Average to Good
28	58.33	Poor to Average
29	58.33	Poor to Average
30	50.00	Poor to Average
31	75.00	Average to Good
32	62.50	Average to Good
33	66.67	Average to Good
34	66.67	Average to Good
35	62.50	Average to Good
36	62.50	Average to Good
Total	2386.65	
Mean Score	66.29	Average to Good

Table IV.2
The Percentage of Students' Part of Speech Mastery

No	Clasification		Frequency	%
	Range	Ability Level		
1	80-100	Good to Excellent	3	8.33
2	60-79	Average to Good	25	69.45
3	50-59	Poor to Average	7	19.44
4	0-49	Poor	1	2.78
Total			36	100.00

From the table above, it can be seen that there was 3 students (8.33 %) whose ability in Good to Excellent. Then, 25 students (69.45 %) were in Average to Good. Next, there were 7 students (19.94 %) got score Poor to Average. And the rest of students those were 1 students (2.78 %) in poor level. The mean score of students' ability in listening comprehension on two types listening test was 66.29 which considered Average to Good Level.

2. Data on The Students' Listening comprehension achievement

Table IV.4
The Percentage of Students' Ability in Listening Comprehension

No	Clasification		Frequency	%
	Range	Ability Level		
1	80-100	Good to Excellent	0	0.00
2	60-79	Average to Good	14	38.89
3	50-59	Poor to Average	10	27.78
4	0-49	Poor	12	33.33
Total			36	100.00

From the table above, it can be seen that there was 12 students (38.89%) whose ability in Average to Good.Next, there were 13 students (27.78%) got score Poor to Average. And the rest of students those were 11 students (33.33%) in poor level. The mean score of students' ability in listening comprehension on two types listening test was 55.21 which considered Poor to Average Level. The students' listening comprehension score can be seen as follows:

Table IV.3
The Students' Listening comprehension achievement

No	Students' Score	Level ability
1	70.83	Average to Good
2	75.00	Average to Good
3	62.50	Average to Good
4	66.67	Average to Good
5	58.33	Poor to Average
6	45.83	Poor
7	50.00	Poor to Average
8	50.00	Poor to Average
9	45.83	Poor
10	45.83	Poor
11	33.33	Poor
12	45.83	Poor
13	75.00	Average to Good
14	66.67	Average to Good
15	70.83	Average to Good
16	70.83	Average to Good
17	62.50	Average to Good
18	66.67	Average to Good
19	70.83	Average to Good
20	50.00	Poor to Average
21	62.50	Average to Good
22	62.50	Average to Good
23	54.17	Poor to Average
24	41.67	Poor
25	45.83	Poor
26	45.83	Poor
27	50.00	Poor to Average
28	41.67	Poor
29	41.67	Poor
30	45.83	Poor
31	62.50	Average to Good
32	50.00	Poor to Average
33	45.83	Poor
34	54.17	Poor to Average
35	50.00	Poor to Average
36	50.00	Poor to Average
Total	1987.48	
Mean Score	55.21	Poor to Average

B. The Data Analysis

1. The Students' Part of Speech Mastery

Table IV.5
The Mean Score of the Parts' of Speech test

No	Value (X)	F	FX
1	45.83	1	45.83
2	50.00	4	200.00
3	58.33	3	174.99
4	62.50	7	437.50
5	66.67	7	466.69
6	70.83	3	212.49
7	75.00	6	450.00
8	78.16	2	156.32
9	80.00	1	80.00
10	82.00	1	82.00
11	88.33	1	88.33
Total	MX= 66.29	N=36	∑FX= 2386.65

The result of computation is 66.29. It is classified as Sometimes. Therefore, the statistics' Part of speech at the second year of SMKN 2 Pekanbaru can be classified as Average to Good level.

2. The Students' Ability in Listening Comprehension

Table IV.6
The Mean Score of the Listening Comprehension test

No	Score	F	X.f
1	33.33	1	33.33
2	41.67	3	125.01
3	45.83	8	366.64
4	50.00	7	350.00
5	54.17	2	108.34
6	58.33	1	58.33
7	62.50	5	312.50
8	66.67	3	200.01
9	70.83	4	283.32
10	75.00	2	150.00
Total	MX=55.21	N=36	∑FY= 1987.48

The result of computation is 55.21. It is classified as Sometimes. Therefore, the statistics' Listening comprehension at the second year of SMKN 2 Pekanbaru can be classified as poor to Average level.

3. Analysis on the Contribution of Students' Part of Speech Mastery to their Listening Comprehension

Table IV.7
The Result of Parts' of Speech (X) and Students' Listening comprehension (Y)

Number of Students	X	Y	X^2	Y^2	XY
1	75.00	70.83	5625.00	5017,36	5312.25
2	82.00	75.00	6724.00	5625,00	6150.00
3	78.16	62.50	6110.59	3906,25	4837.00
4	78.16	66.67	5017,36	4444.89	4722.24
5	80.00	58.33	6400.00	3402,78	4666.40
6	66.67	45.83	4444.89	2100,69	3055,49
7	62.50	50.00	3906,25	2500,00	3125.00
8	62.50	50.00	3906,25	2500,00	3125.00
9	66.67	45.83	4444.89	2100,69	3055,49
10	50.00	45.83	2500,00	2100,69	2291.50
11	58.33	33.33	3401.78	1111,11	1944,14
12	66.67	45.83	4444.89	2100,69	3055.49
13	88.33	75.00	7802,19	5625,00	6624.75
14	75.00	66.67	5625.00	4444.89	5000,25
15	75.00	70.83	5625.00	5017,36	5312.25
16	66.67	70.83	4444.89	5017,36	4722,24
17	70.83	62.50	5017,36	3906,25	4426,86
18	75.00	66.67	5625.00	4444.89	5000,25
19	70.83	70.83	5017,36	5017,36	5017,36
20	62.50	50.00	3906,25	2500,00	3125.00
21	70.83	62.50	5017,36	3906,25	4426.87
22	75.00	62.50	5625.00	3906,25	4687.50
23	45.83	54.17	2100,69	2934,03	2482.61
24	66.67	41.67	4444.89	1176,11	2778.14
25	50.00	45.83	2500.00	2100.69	2291.50
26	50.00	45.83	2500.00	2100.69	2291.50
27	62.50	50.00	3906.25	2500.00	3125.00
28	58.33	41.67	3402,78	1736,11	2430,61
29	58.33	41.67	3402,78	1736,11	2430,61
30	50.00	45.83	2500,00	2100,69	2291.50
31	75.00	62.50	5625.00	3906.25	4687,50
32	62.50	50.00	3906,25	2500.00	3125,00
33	66.67	45.83	4444.89	2100.69	3055,49
34	66.67	54.17	4444.89	2934.03	3611.51
35	62.50	50.00	3906,25	2500,00	3125.00
36	62.50	50.00	3906,25	2500.00	3125,00
Total	2386.65	1987.48	165732.9	114077.8	250139.5

After finding mean score and standard deviation score, the writer analyzed test as follow:

$$r_{xy} = \frac{(n\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2) - (\sum x^2)(n\sum y^2) - (\sum y^2)\}}}$$

$$r_{xy} = \frac{(36.250139.5) - (2386.65.197.48)}{\sqrt{[(36.165732.9) - (2386.65)^2] \,.\, [(36.114077.8) - (1987.48)^2]}}$$

$$r_{xy} = \frac{9005100 - 8943660}{\sqrt{(116352).\,(156724.3)}}$$

$$:r_{xy} = \frac{61349.76}{\sqrt{18235180913}}$$

$$r_{xy} = \frac{61349.76}{135037.70}$$

$r_{xy} = 0.45$

The Degree of Freedom (df)

To obtain the result of homogeneity, the writer compared with F table. The test is homogeneity if F table> F obtained. The F table is compared by getting degree of freedom (df). The formula of df as follow:

df of residue (S)	=	n-1
	=	36-1
	=	35
G	=	*all score of X which is different*
df of Error (G)	=	n-G
	=	36-22
df of Standard Error	=	G-2
	=	22-2
	=	20
df of Coefficient	**=**	**N-nr**
	=	**36-2**
	=	**34**

The Test of Hypothesis

There are two hypotheses needed to be answered from this research, the hypotheses are there is no contribution part of speech mastery to their listening comprehension achievement at the second year of information technology

department of SMKN 2 Pekanbaru (H_1) and there is a contribution part of speech mastery to their listening comprehension achievement at the second year of information technology department of SMKN 2 Pekanbaru (Ho). In order to know which hypothesis is accepted, the score of variable X and Y are analyzed to test the independency of linear regression and the linearity of the data. The result of the test can be observed in table below:

Table IV.8
Analysis of Variance (ANOVA)

Variance Resources	df	SS	MS	F
Total	36	114077.8	114077.8	-
Regression a	1	3168.83	3168.83	-
Regression b/a	1	898.56	898.56	8.84
Residue	34	3454.887	101.61	
Standard Error Estimate	20	-559049.74	-27952.49	-0.69
Error	14	562504.63	40178.9	

From the table of F distribution, it was found that the table value of $F_{0,05}(1.34)$ is 4.13. Therefore, the Null Hypothesis (Ho) is rejected because the calculate value of F (8.84) is bigger than the table value (4.13). In conclusion, variable X and variable Y are dependent or there is a significant contribution part of speech mastery to their listening comprehension achievement at the second year of information technology department of SMKN 2 Pekanbaru. The result of linearity of the computed value is -0.69 from table value of F distribution (20, 14) is 0.239. It means the hypothesis of the linear regression is accepted and it is not necessary to find other model of regression. After calculating data, it was found that the value of r_{xy} is 0.45, and the value of the degree of freedom (df) is 34.

Then, from the table *r* of degrees of freedom with the level of significant 5% (0.05) is 0.349. That means the value r_{xy} is obtained bigger than the value of *r* table of Product Moment. That means there is a contribution of students' part of speech mastery to their listening comprehension achievement at the second year of information technology department of SMKN 2 Pekanbaru. It can be concluded that the Null Hyphothesis is rejected and the alternative hyphothesis is accepted.

The Interpretation of Data Analysis

Based on the data analysis above, the conclusions can be seen as follows:

1. The test of independency by using ANOVA, F obtained (8.84) is bigger than Ftable (4.38).It is provided that there is significant contribution.
2. The test of linear regression by using ANOVA, F obtained (-0.69) is smaller than F table (2.39). Therefore, the hyphotesis of linear regression is accepted.
3. From the computation by using Pearson Product Moment rxy is 0.45. It means, that the contribution is moderate.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The topic of this research was the contribution of students part of speech mastery to their listening comprehension achievement at the second year of information technology department of SMKN 2 Pekanbaru. The data consist of two variables namely; the independent variable is symbolized by “X” refers to “Part of Speech Mastery” while, dependent variable is symbolized by “Y” refers to students’ achievement in listening comprehension. The presented data are gained through part of speech test and listening test.

Regarding formulation of the problem in this paper, the conclusion be summarized as follows: it was found that the mean score of students’ part of speech is 66.29 with categorized Average to Good. In listening comprehension it was found that the mean score of is 55.21 with categorized Poor to Average.

Based on the data analysis above, the conclusions can be seen as follows: The test of independency by using ANOVA, F obtained (8.84) is bigger than Ftable (4.38).It is provided that there is significant contribution. The test of linear regression by using ANOVA, F obtained (-0.69) is smaller than F table (2.39). Therefore, the hyphotesis of linear regression is accepted.

From the computation by using Pearson Correlation of this research is 0.45, it is found that there is a moderate contribution part of speech mastery to their student’s listening comprehension achievement.

B. Suggestion

Based on the conclusion, the writer obtained from this research that part of speech mastery have moderate contribution to their student's listening comprehension achievement. The students can express their ideas directly and able to imagine the situation of meaning in listening comprehension. Therefore, the writer wanted to give some suggestions, as follows:

1. The teacher can use this technique to increase students' ability in part of speech mastery and listening comprehension.
2. The students should always can respond meaning of part of speech and be confident to express ideas in listening comprehension test.
3. The School applies English Creativity days in order to improve students' English ability, need to create a more anxiety classroom atmosphere. Moreover, the students will enjoy learning by part of speech mastery and listening comprehension.

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CHAPTER I

INTRODUCTION

A. The Background

Mastering English is a challenge for some people because of modern technology which accelerates the development of any fields including education. In Indonesian students at vocational high school, English is also a subject which include in national final exam. Based on the contents of Badan Standar Nasional Pendidikan (BSNP), students' activity in English is focused on four language skills. There are listening, speaking, reading, and writing.

Human communication is based on listening because it is the foundation for effectiveness of interaction. Failure to listen is probably the cause of more interpersonal problems than any other aspect of human behavior. Being able to listen is an important part of communication for everyone but many people get difficulties in listening. The writer has interviewed the students and most of them assumed that listening is the most difficult skill in English. They failed in listening, it can be seen from the grades that the students got when they had listening test. Most of them got low grades. The writer has asked the English teacher of Information Tecnology Department, Grade XI at SMKN 2 Pekanbaru. She said that the students' ability in listening is poor. And the writer has proved it when she did teaching practice in Information Tecnology Department, Grade XI at SMKN 2 Pekanbaru. The grades of each skill were the mean listening score was 5.6, speaking was 6.02, reading was 7.3 and writing was 6.2. It can be concluded that the lowest score of students in English was in listening.

Based on the statements above, all of the elements of English skills support each other. Listening is the an activity of paying attention to and trying to get a meaning from something we hear (Mary Underwood :1989;1). To listen successfully to spoken language, we need to be able

to work out what speakers mean when they use particular words in particular ways on particular occasion, and not simply to understand the words. Most learners will spend considerably more time in listening to the foreign language than in producing it themselves. It is not only that they must understand what is said to them during face to face interaction. There is also a vast range of situations where they will be the silent receivers of messages directed at them, from radio, television, announcements and multitude of other sources. Besides, listening has also often been called a passive skill. Listening difficulties result from different causes and vary from person to person. Acording to Brown and Yule (1983) in Nunan (1999:208) there are four factor affecting the difficulty of listening as in

following quotations:

> "(a)The speaker: the number of the speaker, the speaking speed and the type of accent; (b) The Listener: the roles (participant or eavesdroppers), the level of response required and individual interest on the subject; (c) The content: grammar, vocabulary, information structure, background knowledge assumed, and (d) Support: pictures, diagrams or other visual aids."

In other side, Anderson and Lynch (1983) in Nunan (1999:24) categorized the difficulties of listening into three principal categorizes; there are the type of language, the purpose of listening and the context in which the listening takes place. They also found that difficulty of listening influenced by the organization of information, the familiarity topic, the explicitness and sufficiency of the information, the type of refering expressions used and the texts'static' relationship or 'dynamic' relationship.

Listening is a skill; therefore we can not obtain it without practice. So, it is necessary to have a good ear for English which can only be obtained by a great deal of practice. In order to

get better understanding of the complex process of spoken language, a listener must construct meaning from information presented by speaker. The Information Tecnology Department, Grade XI at SMKN 2 Pekanbaru has learn listening for three semesters. Based on KTSP, students' of Vocational section of grade XI should be able to communicate both written and spoken in the form of text descriptive, narrative, anecdote, analytical exposition, and hortory exposition (Departemen Pendidikan Nasional, 2004:66). In the class, the students are also provided with English because the English teachers use English during learning process. As international Vocational High School students, They also learn about mastering part of speech in their learning activity. Moreover, listening tasks are provided in Vocational High School. Here, using part of speech mastery is essential in order to avoid blank of mind. So, we need part of speech mastery to influence students' listening achievement. Part of speech must be learned by students and by teacher. It is very impotant to segment and analyze speech accurately and automatically into appropriate units for listening process.

From the explanations above, the writer can conclude that students' Part of Speech Mastery is very important factor to have good characteristics of the Listening Process. The Characteristics of the Listening Process: Spontaneity, Context, Visual clues, Listener's response, and Speaker's adjustment. The students' Part of Speech Mastery is one of combine listening with grammar skills. It can help to students' focus on the comprehension of meaning, and get understanding context. The students' Part of Speech Mastery, have contribute to listener' response. Because, in Post-Listening Activities, there are four stages in dictogloss: Preparation, Dictation, Reconstruction, and Analysis and correction.

SMKN 2 Pekanbaru is one of Vocational High School that a strategy place, because it is located in city of regency. SMKN 2 Pekanbaru is a vocational high school located at Pattimura

Street No.14 Pekanbaru. In the Information Tecnology Department, listening has learn in Grade XI,SMKN 2 Pekanbaru. Based on ideas described above and based on writer antecedent study towards the problems above, English is taught in this school based on curriculum.

Shortly, the phenomena can be seen below :

1. Some of the students get problems and difficulties in part of speech mastery.
2. Particularly listening achievement of some students is unsatisfied.
3. Some of students know about part of speech, but cannot focus in listening.
4. Some of students do not have motivation in listening.
5. Some students afraid to listening because do not have plan before going to listen and they don't know what they should do
6. Most some of students might not know that their learning styles influence their achievement.

Based on the explanation and phenomena above, the writer would like to conduct a research entitled: "**The Contribution of Students Part of Speech Mastery to their Listening Comprehension Achievement at The Second Year of Information Technology Department of SMKN 2 Pekanbaru".**

B. Problems

Based on the background of the problem, the writer identify some problem as follows:

1. Identification of the problem

1. Why do the students do not master yet the part of speech?
2. What factors that causing the student make mistakes in listening?
3. Why do some of students don't have motivation in listening?
4. Why do students know about part of speech, but cannot focus in listening?

2. Limitation of the problems

In this research, it is necessary to limit the problems. The writer concerns about: The Contribution of students part of speech mastery to their listening comprehension Achievement At the second year of information Technology Departement of SMKN 2 Pekanbaru.

3.Formulation of the problems

Based on limitation of the problems above, this research will be formulated into the following research questions: “Is there any significant contribution between student’s part of speech mastery and their listening comprehension achievement?”

C. The Objective and Significance of the Research

a. The Objective of the Research

1. To know how ability of the students’part of speech mastery and their listening comprehension at the second year of SMKN 2 Pekanbaru.
2. To find out the contribution of students’part of speech mastery to their listening comprehension achievement.

b. The Significance of the Research

1. To improve their students achievement and creativities exspecially in understanding part of speech test and listening task.
2. To add references for other researchers having the same problem
3. To complete one of the requirements intended to finish the writer’s study program at English Education department of Education and teacher training faculty of State Islamic University of Sultan Syarif Kasim Riau.

D. The Reason of Choosing the Title

a. This research is relevant to the writer's status as a student of department of English education at UIN SUSKA Riau Pekanbaru.

b. This research is relevant to the writer's status as a candidate teacher that should know how to use various media in teaching learning process.

c. As far as the writer knows, this title is not researched yet.

E. The Definition of The Term

1. Contribution is the way to describe the supporting of relationship two sets of items in this research, the term of Contribution study refers to the Contribution of students part of speech mastery to their listening comprehension Achievement At the second year of information Technology Departement of SMKN 2 Pekanbaru.
2. Students are person who are studying to get knowledge have particular interest in something (Hornby, 1989:127)
3. Part of speech

   Richards, et al (1992: 266) said that part of speech is a traditional term to describe the different types of word that are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.
4. Mastery

   Mastery is skill or knowledge that makes one master of a subject (Merriam Webster, in Budi Hotma Shantya, 2006:7).
5. Listening

   According to Hornby (2000:783), Listening is the activity of paying attention and trying to get meaning from something we hear.

6. Comprehension : the ability to understand (Hornby, 2000:263)
7. Achievement

   Morgan (1961; in Maysarah 2006) defines achievement is a powerful motivate to accomplish something to succed at what one undertakes and to avoid failure. Achievement in this research refers to students accomplishment on a test of their knowledge and their skills in English

CHAPTER II

REVIEW OF LITERATURE

1. The Part of Speech Mastery

Part of speech is the basic types of words that English has. English learners should be able to recognize and identify the different types of words in English, so that we can understand grammar explanation and use the right word from in the right place. Parts of speech are words that can be used in various contexts. Every word in the English language functions as at least one part of speech; many words can serve, at different times, as two or more part of speech, depending on the context. According to Burton (1982: 130) states that ”they are eight parts of speech they are namely; noun, verb, adjective, adverb, pronoun, preposition, conjuction and interjection”. In reference to the above statement or idea, it is also pointed by Mc Nahan and Susan day (1984:340) say that “”they are eight parts of speech they are namely; noun, verb, adjective, adverb, pronoun, preposition, conjuction and interjection”. According to Richards, et al (1992: 266) said that part of speech is a traditional term to describe the different types of word that are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. Part of speech may be identified

by:

a) Meaning (e.g., a verb is the name of a state or event: go)
b) Form (e.g., a verb has an –ing- form, a past tense and a past participle: going, went, gone)
c) Function (e.g., a verb may form or be part of the predicate of a sentence: they went a way).

These criteria will identify the most typical representatives of each part of speech. Based on the explanation above, part of speech is used in writing or sentence such as; noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. Parts of speech are important aspect of grammar that determines to employ in writing English composition. Below the eight part of speech and examples of each tense taken from Harmer's (1998: 37) book;

Noun is a word (or group of words) that is name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example; Words; Sentences;

Book I recommend this *book*

a) Pronoun is a word that is used in place of a noun phrase. Example;

Words;	Sentences;
Him	Look at *him*!

b) Adjective is a word that gives more information about noun,pronoun. Exs;

Words;	Sentences;
Better	We all want a *better* life!

c) Verb is a words (or group of words that is used in describing an action, experience or state. Example; Words; sentences;

Ride I like *reading* horses

d) Adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or whole sentence. Example;

Words;	Sentences;
In half an hour	See you *in half an hour*.

e) Preposition is a word (or group of words) which is used to show the way in which other words are connected.Example: Words; Sentences;

For A plan *for* life

f) Conjunction is a word that connects sentences, phrases or clauses. Example;

Words; Sentences;

And Fish *and* chip

g) Interjection is a word which indicates an emotional state or attitude such as delight, surprise, shock, and disgust, but which has no referential meaning.

Example; Words; Sentences;

Gosh *Gosh,* is that the time?

The structures realizing sentence elements are composed of units, which can be referred to as part of speech. This can be exemplified for English as follows:

1. Noun : john,room, answer, play

   Adjective: happy, steady, new, large, round

   Adverb: steadily, completely, really

   Verb: search, grow, play, be, have, do

2. Article: the, a,an

   Demonstrative: that,this

   Pronoun: he, they, anybody

   Preposition: of, at, in, without

   Conjuction: and, that, when, although-- Interjection: oh, ah, ugh.

In research writer, only take some of them, because writer wants to spesicific about part of speech only, even though Mc Nahan and Mc Nahan and susan day are divided into eight parts

of speech. The writer limits the theory. It is not only the writer's want desire but also there are some authors explain about part of speech it self.

According to Richards, (1992:256) states that "a group of words (a part of speech), which contains unlimited number of items. Noun, verb, adjective,and adverb are open-class words. Regarding with statements above Fries and Robert (in Syafi'I 1993:26) point out that classes of word, they are include the classes of words in which they are usually labeled as: (1) noun (2) verb (3) adjective (4) adverbs. Acoording to Richards the definition of kind part of speech as follows:

a. Noun is word, which (a) occur as the subject or object of a verb or the object (complement) of preposition (b) can be modified by an adjective (c) can be used with determiners. Noun typically refers to people, animal, place, thing, or abstraction.
b. Verb is a word, which (a) occurs as part of predicate of a sentence (b) carries markerd of grammatical categories such as tense, aspect person, number and mood, and (c) refers to an action or state. For example: Jhon loves Tom.
c. Adjective is a word that describe the thing, quality, state or action, which a noun refers to. For examples: in a beach hat is an adjective
d. Adveb is a word that describes or add to the meaning of a verb, an adjective, another adverb, or sentence, and which answer such as question as how?, where?, or when?. In English, many adverbs have and-ly ending. For example, adverb of manner, e.g. carefully, slowly, adverb of place, e.g. here, there is locally and adverb of time, e.g now, hourly, yesterday. In this paper, only adverb of manner will be delivered by writer.

Based on theory above, it can be conclude that part of speech mastery is one of ways to study listening and it is very crucial in teaching English, because through part of speech students

will be easy to determinine what kinds of part of speech that they used. If a noun, they are used to subject or object. An adjective is used after to be or nominal sentence. A verb is used as a predicate or verbal sentence. And an adverb is used expression of the time, place and manner. In this paper the writer is only focus on adverb of manner.

Based on the example above it is clear that in one be change the part of speech. Meaning that the word to be derive in (Morpology). From the example above writer would like to make research in listening comprehension. The writer wants to know about the students ability part of speech mastery and listening comprehension. Note for the reader: *not all words can be changed the four world classes (noun, verb, adverb, and adjective).*

2. The Mastery

Many of linguistics have their own definition about mastery. Mastery means great skill or knowledge. However, on other words (Merriam Webster in Ika Eliska, 2008:7) stated hat mastery is skill or knowledge that makes of a subject. Based on their definition we can conclude that mastery is he skill or knowledge that someone really understands about. It refers to the result of the students after they get some experiences in learning English especially in the present perfect tense, they have to learn and practice more about it.

3. Listening

a. The Definition of Listening

There are many definition of listening. According to Harwood and Cartier (1962:43) listening is mainly a process of attending of paying attention to sounds in order to comprehend their meaning. Saricoban (1999) states that listening is the ability to identify what others are saying. In the same view, Yagang (1993:189) says that listening is the ability to identify and understand what others are saying. Howatt and Dakin (1993:189) mentioned that listening

involves understanding a speaker's accent or pronunciation, grammar, vocabulary, and grasping the meaning. We can draw the listening is not absence of talking but the presence of attention. Attention refers a process which guides learners with where to place their attention when given auditory input. For proficient listeners, it found that selective attention is a good strategy and generally works if input is at the speed processing, and the number of new or unknown items does not exceed the number of known items,and there are no semantic or syntactic anomalies. Listening is not simply hearingthe other person, it understands them. It requires participation, action, and effort. Listening is the glue that holds communications. It is the foundation of understanding and is absolutely essential for effective communication.

Muriel and Collins (1978:70) explained that listening is a mental ability to pay attention to the message carried by sound and waves. While Quibliu, Johnson and Matt (1981:363) defined listening as perceiving sounds from the speaker, attaching the meaning to the words and designing an appropriate response, which involves what the speaker has said long enough to interpret his meant.

Listeners need to listen to get the speakers' main ideas and not try to remember every word. When trying to understand what the speakers say, a listener uses too much attention trying identify words and phrases that the message and meaning get lost. The reason for loss of the message when one can not segment automatically is that the amount of attention each individual has for information processing at any given moment is limited. For Listening comprehension to occur, various cognitive tasks must take place in a brief of time, and they all require attention.

Furthermore, Nicholas (1988:25) as quoted by Ariani (2007:7) pointed out listening is the active process and which the listener plays a very active part in constructing the overall message that is eventually exchange between listener and speaker.

Another explanation is given by Gartside (1982:119) in Ariani (2007:7) said that listening is an activity and purposeful process, in which listener participate and make positive contribution by bring their power concentration to hear what they hear. We can see that listening is actively understanding and retaining the information from the speaker. The Listener is required to be more active in absorption the meaning of words and sentences.

From the explanations above, the writer can conclude that listening is an important skill. Listening is an active process by which students receive, construct meaning from, and respond to spoken and verbal or nonverbal messages. The listener should understand what the speaker said in order to get the information. Succesful listening is definitely an active skill which requires involvement.

b. The Nature of Listening Comprehension

Listening is the an activity of paying attention to and trying to get meaning from something we hear (Mary Underwood, 1989: 1). According to (John Sinclair .1987 :849) Listening means paying attention to someone who is talking or to a sound that you can hear. To listen succesfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. A speaker saying “You’re late” for example, may be wishing to convey any one of a range of meanings: simply stating the fact that you have arrived late, or complaining because he/she has had to wait, or expressing surprise because he/she did not expect you to arrive late. So what the speaker means lies only partly in the words spoken, and we as the listener must recognise and interpret the other factors which are used to convey the message to us. From definition above. It is clear that listening is very important for us.because we are not only aquired to listen something/messages but also we should understand what the speaker convey is.

No one knows exactly how listening works or how people learn to listen and understand. It is skill which seems to develop easily for mother tongue listening, but requires considerable effort where listening in aforeign language is concerned. There are many activities to improve listening. It is important for students cause, they can familiarize with different vocabulary, speed, accents, pronounciation, and even grammar structure in different contexts. The activities are:

- Listen to English song and English Film
- listen to TV news reports
- Listen to TV programmers or videos
- Listen The radio

c. Listening Purpose

Listening as a major component in language learning and teaching firsthit the spotlight in the late with james asher in which the role of comprehension was given prominence as learners were given great quantities of language to listen before they were encouraged to respond orally. Listening is the most frequent activity that normal people do in their lives. By listening, they get most knowledge of the words from news and the people meet and know.

Listening purpose is that the liteners' focus on every word which the speaker convey and can acceptable. When listening to television, we usually tune in to certain items and exclude others. The exclusion can be due to a lapse in concentration or to lack of interest in certain topics or to officiency in listening.

d. The View of Listening

Listening views are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening views can be classified by how the listener processes the

input. There are two views of listening according to Nunan (1999:200): Top-down processing views are listener based and Bottom-up processing views are text based.

e. The Process of Listening comprehension

According to Fang (2008) listening comprehension means encouraged the leaners to concentrate on active processs of listening for meaning using not only the linguistic cues but also nonligustic knowledge as well. Meanwhile, as O'Malley and Chamott (2008) explained that listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge while relying upon multiple strategic resources to fulfil the task requirements. From the explations above, we can draw that listening comprehension is a process which involves meaningful interactive activity for an overall understanding of the text.

Listening comprehension refers to the way listeners select and interpret information that comes from auditory and visual clues in order to come to better understanding and comprehension of what speakers say. Listening comprehension views listening to spoken language asan active and a complex process in which listener focus on hearing input, create meaning and relate what they hear to existing knowledge. Listening comprehension allows listeners to effectively interpret the message being presented. Thompson and Rubin (2005) described that listening processs is an active process in which listener select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. Listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

f. Some Potential Problem in Listening Comprehension

They are a variety of factors that affect listening comprehension of English. According there exist many ways to classify these factors. Considering various aspects of listening comprehension, Yagang (1993:190-192) organizes the major listening problems as follows:

1. *The Message*. Quickly forget what is heard, Do not recognize words they know and Understand the words but not intended message
2. *The Speaker*. Do not understand subsequent parts of input because of earlier problems
3. *The Listener*. Neglect the next part when thinking about meaning
4. *Physical setting.* Unable to form a mental representation from words heard

g. What Makes Listening Difficult

Determining difficult is a major problem confronting syllabus designer and curriculum specialist who choose to adopt the nation of task as a central planning tool (Nunan 1989a). fortunately, there has been considerable work done in recent years on the factors which create difficulty for listener and speakers.

Based on statement above, it is clear that, listening is one difficult subject to learn than others ,because must use our ear to hear well what is the speaker says. This is fact, that are experienced by Vocational High School students, they are gaps toward listening especially in examination, besides they need understand well to hear, they also aquired to have many vocabularies in order misunderstanding and can to understanding.

According to Brown and Yule (1983 in David Nunan,1991: 24) suggest that there are four clusters of factors which can affect the difficulty of oral language tasks as follows:

1. These relate to the speaker (how many there are, how quickly they speak and what types of accent they have).

2. The listener (the role of the listener whether a participant or eavesdropper, the level of response required and the individual interest in the subject).
3. The content (grammar, vocabulary, information structure and background knowledge assumed).
4. Support (whether there ere pictures, diagrams or other visual aids to support the text).

Anderson and Lynch (1998) states that they found the diffulty of listening task was particularly influenced by the following:

1. The organisation of information (texts in which the order in which the information was presented matched its chronological sequence in real life were easier than texts in was presented out of sequence).
2. The familiarty of the topic
3. The explicitness and sufficiency of the information
4. The type of reffering expressions used (for example, use of pronouns rather than complete noun phrase referents made texts more difficult)
5. Whether the text described static relationship (for example, geometric figures) or dynamic relationship (for example, a road accident).

Based on explanation described above, it is clear that, listening is one of kind difficult subject for students. According (Brown , 1994 : 238-240) there are eight makes listening difficult. They are as follows:

1. Clustering

In written language we are conditioned to attend to the sentence as the basic unit of organization. In spoken language , due to memory limitations and our predisposition for chunking or clustering, we break down speech into smaller group of words. Whereas, in teaching

listening we need to help students to pick out manageable clusters of words: sometimes secong language learners will try to retain overly long constituents (a whole sentence or even several sentences).

2. Redundancy

Redundant we not found only in speaking ,reading but also in listening. In this sentence means we find redundant when the speaker speak is not clear, outomaticly we confused to take what the messages that conveyed by speaker.

3. Reduced Forms

While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. Reduction can be phonological. These reduction pose significant difficulties especially to classroom learners who may have initially been exposed to the full forms of the english language.

4. Performance Variables

In spoken language , except for planned discourse (speeches, lectures, etc), hesitation, fale starts, pauses and correction are common. Every casual speech by native speakers also commonly contains ungrammatical forms. Some of these forms are simple performance slips.for example “we arrived in a little town that there was no hotel anywhere” is something a native speaker could easily self correct. Other ungrammatically arises out of dialect differences “I don’t get no respect” the second language learners are likely to hear sooner or later.

5. Colloquial Language

Means in using idioms, slang, reduced forms, shared cultural knowledge are all manifested at some point in conversition. Colloquial appear in both monologues and dialogues.

6. Rate of Delivery

Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speen and , at times, delivered with few pauses. Unlike reading, where a person can stop and go back to reread something, in listening the hearer may not always have the opportunity to stop the speaker. Instead, the stream of speech will continue to flow.

7. Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension. As a stress time language, English speech can be terror for some learners as mouthfuls of syllables come spilling out between stress points. The sentence “The PREsident is INTerested in ELImInating the emBARgo.” Also intonation patterns are very significant not just interpreting such straightforward elements as questions and statememts and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, praise etc.

8. Interaction

Unless a language learner’s objective is exclusively to master some specialized skill monitoring radio broadcast or attending lectures, interaction will play a large role in listening comprehension. Conversation is especially subject to all the rules of interaction, clarification, attending signals, turn taking and topic nomination, maintenance. So, to learn to listen is also to learn tp respond and to continue a chain of listening and responding.

Classroom techniques that include listening comprehension must at some point include instruction in the two way nature of listening. Students need to understand that good listener are good responders. They know how to negotiate meaning, ask for clarification, to maintain a topic etc.

Mary Underwood ,(1989 : 16-19) states that, there are potential problems in learning to listen English for students as follows:

1. Lack of control over the speed at which speakers speak
2. Not being able to get things repeated
3. The listener's limited vocabulary
4. Failure to recignise the 'signal'
5. Problems of interpretation
6. Inability to concentrate and established learning habits

There are three stages in listening activities for language learners: **pre-listening**, **while-listening**, and **post-listening**,

1. Pre-Listening Activities

Before listening, there are 3 things should be considered:

a. How can we **motivate** students by making the topic relevant and interesting to them?
b. What knowledge is already known to the students and how can that **knowledge be activated** for new knowledge to be built upon?
c. What language support, e.g. **key vocabulary and key structures,** do students need in order to understand the text?

1. Prediction

-Good listeners are good predictors. Teachers should train students to predict. Examples: If there is a picture, discuss it to predict (Picture can attract students and make them focus). If there is no picture, find a picture or draw a picture that relates to the listening text.

2. Setting the scene : to help students provide the background information to activate learners' schema in order to be better prepared to understand what they hear.

3.Listening for the gist: to ask students one or two questions that focus on the main idea or the tone or moodof the whole passage.

4.Listening for specific information : to listen only for some specific information and ignore the rest of the entire message.

2. While-listening Activities

a. *No specific response* : to reduce anxiety by listening any kind of material that is interesting, humorous, or dramatic.

b. *Listen and tick*. Example.Directions: You are going to listen to three students giving their opinions about their school subjects. Listen carefully and decide if they like or dislike the subjects. Put a '√' for 'like' and a 'x'.

c. *Listen and sequence***.** Asking students to find out the order of things based on what they hear. This helps students build up their confidence and prepare them for the real world where they will not be able to understand everything they hear. Example. Directions: Listen to announcement of the order of the games at a sports meeting.

d. *Listen and Act*. The use of TPR, concentrating on learning language by listening and responding physically to commands or directions. Examples: Stand up, Pretend like you're walking through mud.

e. *Listen and Draw*. The students are asked to draw pictures, diagrams, etc. on paper. This activity works very well as an information gap activity. One student draws a simple picture and then tells her partner how to draw it.

f. *Listen and fill*. The students read along while they listen to something and fill in the blanks with the words they hear.

g. *Listen and take notes*. It is done with a guide of a table with headings given. Students need to listen to the passage carefully and fill in the information with key words under appropriate headings.

3. Post-Listening Activities

1. Multiple-choice questions. To prepare students to have MC question tests.
2. Answering questions, about the attitude (the person was angry, happy etc.)
   - The answers found in the passage and inference questions
3. Note taking and gap-filling
   - Students take notes while listening.
   - Students listen again and completing their notes.
   - Students do not have to use original words from the text.
4. Dictogloss
   - The teacher reads the text two or three times.
   - The students make a summary on what they hear.
   - The students discuss their notes to reconstruct the passage.
5. Four stages in dictogloss:
   1. Preparation. The teacher introduces the topic, and gives key words
   2. Dictation. The teacher reads the text two or three times. On the first listening, the students just listen. On the second or third, the students take extensive notes. The teacher reads the passage in a normal speech.
   3. Reconstruction. Based on their notes, the students work in pairs or groups to reconstruct the passage.

4. Analysis and correction. The students compare their work with the original passage. The students discuss their mistakes analyze them.

4. Concept of Student Achievement

Clark in Maysarah (2006) states that students capability in learning give 70% contribution toward their achievement, while 30% coming from their surrounding. Stern (1983 in Maysarah 2006) says that there are some factors that influence the students' achievement, they are Characteristic of the learners, such as : Ability, Attitudes, Personalities, and motivation.

Morgan (1961 in Maysarah 2006) states that achievement is accomplishment on a test or knowledge or skill and also personal motivate on other words. Morgan defined achievement as a powerful motivate to accomplish something to succed at what one undertakes and to avoid failure.

Slamento (1991: 54 in Maysarah, 2006) says that students' achievement is influenced by some factors, such as:

1. Internal factors, They are:
   - Exhausted Factors and physical factors such as physical state and condition
   - Physichological factors, such as intelegence attention interest talent/motived
2. External Factors, for example:
   - Family factors such as environment economical condition
   - School factors, such as teachers method curriculum and homework

5. The Contribution of Students Part of Speech Mastery to their Listening Comprehension Achievement

There are Four Principles and models for teaching listening: Focus on process, Combine listening with other skills, Focus on the comprehension of meaning, and Grade difficulty level appropriately. There are 12 Principles for selecting and using listening activities:

1. Having a real, communicative purpose.
2. Using authentic language without significantly slower or simpler speech than would normally be used in everyday life.
3. Using pre-listening tasks (e.g.discussing the topic, brainstorming, presenting vocabulary, sharing of articles) to stimulate the appropriate background knowledge and help learners identify the purpose of the listening activity.
4. Offering content that is personally interesting and motivating to learners.
5. Inferring meaning from body language and related context clues. Offering many environmental clues to meaning, just as in real-life listening.
6. The whole listening text should be given, and then it should be divided into parts that can be repeated. This sequence gives listeners time to think and rethink their hypotheses about the meaning of what is said.
7. At the end, the whole text should be given again, and learners should have the opportunity to discuss their hypothesis and how they tested,altered them.
8. The listening activity must require listeners to respond in some meaningful fashion, either individually or in small groups by saying something, following a command, asking a question, taking notes, and so on.
9. The listening activity must be fashioned so that listeners with normal background knowledge are able to understand the topic without doing specialized research,

comprehending the messages. So, it is very important to design tasks the performance of which show how well the students have comprehended the listening material.

10. The text of the listening activity must be typical for its own speech type; that is, an informal conversation must have short, and redundant
11. The classroom climate surrounding the listening activity must be non-threatening and positive, and simple affective strategies.

From the explanations above, the writer can conclude that students' Part of Speech Mastery is very important factor to have good characteristics of the Listening Process. The Characteristics of the Listening Process: Spontaneity, Context, Visual clues, Listener's response, and Speaker's adjustment. The students' Part of Speech Mastery is one of combine listening with grammar skills. It can help to students' focus on the comprehension of meaning, and get understanding context. The students' Part of Speech Mastery, Because, in Post-Listening Activities, there are four stages in dictogloss: Preparation, Dictation, Reconstruction, and Analysis and correction have contribute to build good listeners' response.

B. The Relevant Research

As a matter of fact, there are similiar prelemenary researches conducted by Budi Hotma Shantya (2006) in his reseach he focuses on " The Correlation between mastery vocabulary and listening achievement for the second year students of state SMAN 8 Pekanbaru".

The some research was conducted by Umi Maysarah (2006) in her research she focuses on "The Corelation between part of speech support and students'achievement in learning English at Third year MAS AL-Munawarah Kampung Jawa Belitung". Based on her research says that the effectiveness of using part of speech support to increase student's achievement learning

motivation is effective. There is a significant correlation between the effectiveness mastery part of speech in increasing students' listening comprehension achievement.

C. The Operational Concept

Operational concept is the concept used for giving an explanation about theoretical framework. In this research, there are two variables; The data consist of two variables namely; the independent variable is symbolized by "X" refers to "Part of Speech Mastery" while, dependent variable is symbolized by "Y" refers to students' achievement in listening comprehension. It has stated in the theoretical framework that following indicators:

Variable X

a. Student's part of speech mastery

1. Students can use noun properly
2. Students can use verb properly
3. Students can use adverb properly
4. Students can use adjective properly

Variable Y

b.Listening comprehension achievement

1.Students to get meaning form something they listen
2. Students to interpret from something they listen
3. Students to recognize from something they listen
4. Students to respond from something they listen

I.ASSUMPTION AND HYPOTHESIS

1. Assumption

The writer's assumptions are as follow:

a. The writer's assumes the students' second year in information department can mastery of part of speech and listening acihevement..

b. However, how far students have high score in parts of speech to contribute their listening comprehension acihevement.

2. Hypothesis

Based on assumptions above, there are two hypothesis proposed:

a. There is any significant difference mastery of mastery of language skill between the mastery part of speech and listening acihevement of the students'second year of information department-SMKN2 Pku.

b. There is not significant difference mastery of language skill between the mastery part of speech and listening acihevement of the students'second year of information department-SMKN2 Pekanbaru.

The analysis of data from this study is divided into three sections. The first section will address the perceptions of the students about story telling. The second section

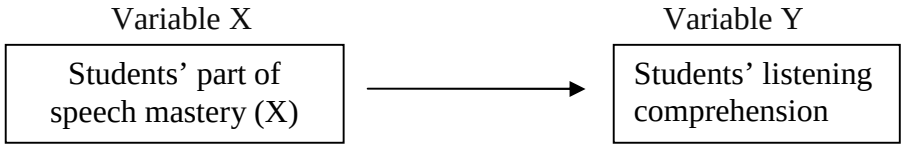
will detail the results of the pre-and post test retelling scores, breaking down the success of students at different story grammar elements. The third section will discuss the answers to the opinion and connection questions asked after the students' retellings. Section One- Perceptions of Kindergarten Students

CHAPTER III

RESEARCH METHODHOLOGY

A. The Research Design

This research is contribution research because in this research find out the relationship of two variable. The students' part of speech mastery which is symbolized by "X" is as independent variable and second, dependent variable is the students' listening comprehension which is symbolized by "Y". The design of the research is pictured by the following diagram:



B. Location and Time of The Research

The Research was conducted from Juni to August 2010 at the second year information technology deparment of SMKN 2 Pekanbaru. It is located in Pattimura street no.14 Pekanbaru.

C. The Subject and Object of the Research

The subject of this research was the second year students of information technology department of SMKN 2 Pekanbaru. The objects of this study were the students' part of speech mastery and their listening comprehension achievement.

D. The Population and Sample

The population of this research is all the second year students of information technology department of SMKN 2 Pekanbaru. There were four classes of the second year students in this research. The number of population is 129 persons. Male is 109 persons and female is 20 persons.

In obtaining the sample, the writer used random sampling. The number of population is relatively large. So, it is necessary to take the sample. Based on Suharsimi Arikunto (1996:112) says that if the amount of the subject less than 100, it is better to takes all of the population and if the amount of the subject more than 100, it is better to take about 20-25%. The writer takes about 25% of 129 students are 36 respondents that was be sample.

Table III.1
Number of the sample

No	Class	Male	Female	Total	Male	Female	Total
1	II TKJ 1	28	4	32	8	2	8
2	II TKJ 2	26	6	32	6	2	8
3	II RPL I	26	8	34	8	3	11
4	II RPL 2	29	2	31	8	1	9
Total		109	20	129	28	6	36

(Source: SMKN 2 Pekanbaru)

E. The Technique of Data Collecting

1. Listening Test

To get the real listening comprehension score of sampled students, they were given listening test. The kind of listening tests are short answer question based on the passage and essay which they filled in the blank spaces by listening to the tape. The test are 6 items in term of short answer question and 18 items in the form of completing the missing words. The test was taken from cassette of textbook Look Head II. The test was formulated based on Close Procedure. A close present the test-taker with a written (oral) text of which certain words (letter sentence) we deleted according to some criteria. The test-taker is required to fill in the missing parts. The test-taker selects a text and deletes words according to criteria, which is selected. Easier construct Fixed Ratio Close since it means that the words were deleted systematically according to fixed number of gaps; example every 5th word, every 6th word, etc. The close procedure is recognized as an overall proficiency test because it tends to correlate very highly with test measuring other

language skills; including listening. High contribution was obtained by many languages. This led to the conclusion that the Close Procedure can be used as an overall proficiency test, placement test and ear-of-years' test.

The main advantage of the Close Procedure is that it is extremely easy to construct, administer, grade and there is no need to write question (Shohamy, 1985: 46-49). Here, the writer selects Fixed Ratio Deletion for the test. It will be deleted every a sentence. The test will be taken from cassette of textbook Look

Head II.

Table III.2
The Blueprint of Listening Comprehension Instrument

No	Type of test	Items	Number of items
1	Short answer question	6	1,2,3,4,5,6
2	Filling the blank	18	7,8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

2. Students'part of speech mastery test

Students'part of speech mastery of test consist of 20 items multiple choices. Part of speech has four categories; Adjective, Verb, Adverb, and Noun.

Table III.3
The Blueprint of MuItiple Choice of Part of Speech

No	Indicator	Items Number	Number of items
1	Noun	5	1,2,3,4,5
2	Adjective	5	6,7,8,9,10
3	Verb	5	11, 12, 13, 14, 15
4	Adverb	5	16, 17, 18, 19, 20
Total		20 Items	

E. The Technique Data Analysis

After collecting the data, the writer analyzed the data as following ways:

1. The writer checked the score of students' works. If a student answered the question correctly, he/she got point one and he/she got none if incorrect. According to Wayan & Sunarta (1986 : 76) says that the formula is:

Where:

P = Individual score

X = Number of correct answer

N = The number of items

$$P = \frac{X}{N} \text{ X } 100\%$$

2. The writer calculated the percentage of the students' ability in part of speech mastery and students' ability in listening comprehension by using this formula:

$$P = \frac{f}{N} \text{ X } 100\%$$

Where: (Hatch and Farhady, 1982: 46)
P = Individual score
f = Number of Frequency
N = The number of items

3. To know the average score of student ability, the writer presentation the data by using formula

$$M = \frac{\sum FX}{N}$$

Where: (Heaton, 1975: 169)
M = The mean score of the students'score
$\sum FX$ = The Sum of score
N = The number of items

After finding out the result of students' score, it was found that the score of the students'range from 0 to 100. The range can be seen as follows:

Table III.4
The Classification of Students' Score

No	Clasification	Criteria
1	80 - 100	Good to Excellent
2	60 - 79	Average to Good
3	50 - 59	Poor to Average
4	0 - 49	Poor

4. To find out whether there is significant contribution students'part of speech mastery (X) to their listening comprehension achievement (Y), the writer takes test linearity of the data and the independency in linear regression.

A. Regression of Y over X

1. Calculation of coefficient of 'a' and 'b'

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n\sum X^2 - (\sum X)}$$

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n\sum X^2 - (\sum X)}$$ (Sudjana, 1992: 315)

2. The Equation of Linear Regression

$$Y = a + b$$

B. Linear Regression Analysis

1. The Sum Square of a (SS a)

$$SS\ a = \frac{(\sum Y)}{n}$$

2. The Sum Square of b/a (SS b/a) (Sudjana, 1992: 313)

$$SS\ b/a = b\left[\sum XY - \frac{(\sum X)(\sum Y)}{n}\right]$$

3. The Sum Square of Residue (SS Res)

$$SS\ Res = \sum Y^2 - \left(SS\frac{b}{a}\right) - \frac{(\sum Y)}{n}$$

4. The Sum Square of Error (SS E)

$$SS\ E = \sum X\left[\sum Y - \frac{(\sum Y)}{n}\right]$$

5. The Sum Square of Standard Error Estimate (SS SEE)

SS SEE = SS Res - SS E

6. The Mean Score of Error (MS E)

$$MS\ E = \frac{SS\ E}{n-G}$$

7. The Mean Score of Residue (MS Res)

$$MS\ Res = \frac{SS\ Res}{n-2}$$

8. The Mean Score of Standard Error Estimate (MS SEE)

$$MS\ SEE = \frac{SSS\ EE}{G-2}$$

9. Finding the independency of Variables X to Variable Y. It used to know whether there is a positive contribution between two variables; the writer used the following formula:

$$F = \frac{S^2\ Reg}{S^2\ Res}$$

Hypothesis will be accepted if F > Ft

If Y is not dependent on X, it means there is no correlation between variable X and variable Y. So, the hypothesis that there is a positive contribution between students' part of speech and their listening comprehension. If X and Y are not linear or the hypothesis of linear of regression model is rejected, it is necessary to seek another model regression and the product moment correlation can not be used.

10. Finding the Linearity of Variable X to Variable Y

It is used to know whether the data are distributed linear or not, the writer used the following formula:

$$F = \frac{S^2\ T}{S^2\ E}$$

The model linear of regression will be accepted if Fh < Ft. All the result of computation data above then put into the following table of variance for testing independency and linearity of data (ANOVA)

Table III.5
The List of ANOVA

Variance Resources	Df	SS	MS	F
Total	N	$\sum Y^2$	$\sum Y^2$	-
Regression a	1	$\frac{(\sum XY)^2}{\sum X^2}$	$\frac{(\sum XY)^2}{\sum X^2}$	-
Regression b/a	1	**SS (b/a)**	**SS (b/a)**	$S^2\ Reg$

Residue	n-2	$\sum(\quad Y - Y)$	$\sum \frac{(Y - \quad}{n - \quad Y)}$	
Standard Error Estimate	G-2	**SS SEE**	$\frac{(\quad Y}{n' - 2')}$	$\frac{S_2 \quad T}{S_2 \quad E}$
Error	n-G	**SSE**	$\frac{SS - E}{G \quad S \quad 2}$	

Where: df= Degree of freedom

SS= Sum Square

MS= Mean Square

- df of regression (a) = 1
- df of regression (b/a) = 1
- df of residue (S) = n-1
- df of Error (G)= n-G
- df of Standard Error = G-2 (Sudjana, 1992:332)

To find out the contribution students' part of speech mastery to their listening comprehension achievement, the following formula is used:

$$r_{xy} = \frac{(n\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2) - (\sum x^2)(n\sum y^2) - (\sum y^2)\}}}$$

r_{xy} = Coefficient correlation Pearson-product moment

N = The number of subject

Y = The students' listening comprehension achievement as the product moment dependent variable

$\sum x$ = The sum of the X score

$\sum Y$ = The sum of the Y score

$\sum XY$ = The sum of the X and Y

After finding out the result of the coefficient of correlation, the writer gives the interpretation of the coefficient of correlation whether it is very low, low, moderate, high, or very high. According to Sudijono (2004: 193) the interpretations of coefficient of correlation are as follows:

Table III.6

The Interpretation

r_{xy}	Interpretation
0.00 – 0.20	There is a very low correlation between the two variables
0.21 – 0.40	There is a low correlation between the two variables
0.41 – 0.70	There is a moderate correlation between the two variables
0.71 – 0.90	There is a high correlation between the two variables
0.91 – 1.00	There is a very high correlation between the two variables

To know whether the hypothesis of the research is accepted or rejected, it can be found by comparing the value of r_{xy} with the value in the table of Product Moment Correlation. Before doing that step the value of the degree of freedom is as follows:

Where : $df = N - nr$ edom

N = Number of respondents

nr = The total of variables (Sudijono, 2004:194)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this chapter, the writer presents the result of the research data, which have been collected from second year students of information technology department of Vocational High School 2 Pekanbaru. The title of this research is *The Contribution of Students Part of Speech Mastery to their Listening Comprehension Achievement at The Second Year of Information Technology Department of SMKN 2 Pekanbaru.* The number of the students is 129 student.

The data consist of two variables namely; the independent variable is symbolized by "X" refers to "Part of Speech Mastery" while, dependent variable is symbolized by "Y" refers to students' achievement in listening comprehension. The presented data are gained through part of speech test and listening test.

The kind of listening test are short answer question based on the passage and essay which they filled in the blank spaces by listening to the tape. The test are 6 items in term of short answer question and 18 items in the form of completing the missing words. The test was taken from cassette of textbook Look Head II. The test was formulated based on Close Procedure. And the kind of Students' part of speech mastery test consist of 20 items multiple choices, with four categories, they are namely; Adjective, Verb, Adverb, and Noun.

There are two data presentation that are served by the writer. They are; data score part of speech from multiple choice and data from listening test, and they are as follows:

1. Data on Students' Part of Speech Mastery

The students' part of speech mastery can be seen as follows.

Table IV.1

The students' Part of Speech Mastery

No	Students' Score	Level ability
1	75.00	Average to Good
2	82.00	Good to Excellent
3	78.16	Average to Good
4	78.16	Average to Good
5	80.00	Good to Excellent
6	66.67	Average to Good
7	62.50	Average to Good
8	62.50	Average to Good
9	66.67	Average to Good
10	50.00	Poor to Average
11	58.33	Poor to Average
12	66.67	Average to Good
13	88.33	Good to Excellent
14	75.00	Average to Good
15	75.00	Average to Good
16	66.67	Average to Good
17	70.83	Average to Good
18	75.00	Average to Good
19	70.83	Average to Good
20	62.50	Average to Good
21	70.83	Average to Good
22	75.00	Average to Good
23	45.83	Poor
24	66.67	Average to Good
25	50.00	Poor to Average
26	50.00	Poor to Average
27	62.50	Average to Good
28	58.33	Poor to Average
29	58.33	Poor to Average
30	50.00	Poor to Average
31	75.00	Average to Good
32	62.50	Average to Good
33	66.67	Average to Good
34	66.67	Average to Good
35	62.50	Average to Good
36	62.50	Average to Good
Total	2386.65	
Mean Score	66.29	Average to Good

Table IV.2
The Percentage of Students' Part of Speech Mastery

No	Clasification	Frequency	%

	Range	Ability Level		
1	80-100	Good to Excellent	3	8.33
2	60-79	Average to Good	25	69.45
3	50-59	Poor to Average	7	19.44
4	0-49	Poor	1	2.78
Total			36	100.00

From the table above, it can be seen that there was 3 students (8.33 %) whose ability in Good to Excellent. Then, 25 students (69.45 %) were in Average to Good. Next, there were 7 students (19.94 %) got score Poor to Average. And the rest of students those were 1 students (2.78 %) in poor level. The mean score of students' ability in listening comprehension on two types listening test was 66.29 which considered Average to Good Level.

2. Data on The Students' Listening comprehension achievement

Table IV.4
The Percentage of Students' Ability in Listening Comprehension

No	Clasification		Frequency	%
	Range	Ability Level		
1	80-100	Good to Excellent	0	0.00
2	60-79	Average to Good	14	38.89
3	50-59	Poor to Average	10	27.78
4	0-49	Poor	12	33.33
Total			36	100.00

From the table above, it can be seen that there was 12 students (38.89%) whose ability in Average to Good.Next, there were 13 students (27.78%) got score Poor to Average. And the rest of students those were 11 students (33.33%) in poor level. The mean score of students' ability in listening comprehension on two types listening test was 55.21 which considered Poor to Average Level. The students' listening comprehension score can be seen as follows:

Table IV.3
The Students' Listening comprehension achievement

No	Students' Score	Level ability
1	70.83	Average to Good
2	75.00	Average to Good
3	62.50	Average to Good

4	66.67	Average to Good
5	58.33	Poor to Average
6	45.83	Poor
7	50.00	Poor to Average
8	50.00	Poor to Average
9	45.83	Poor
10	45.83	Poor
11	33.33	Poor
12	45.83	Poor
13	75.00	Average to Good
14	66.67	Average to Good
15	70.83	Average to Good
16	70.83	Average to Good
17	62.50	Average to Good
18	66.67	Average to Good
19	70.83	Average to Good
20	50.00	Poor to Average
21	62.50	Average to Good
22	62.50	Average to Good
23	54.17	Poor to Average
24	41.67	Poor
25	45.83	Poor
26	45.83	Poor
27	50.00	Poor to Average
28	41.67	Poor
29	41.67	Poor
30	45.83	Poor
31	62.50	Average to Good
32	50.00	Poor to Average
33	45.83	Poor
34	54.17	Poor to Average
35	50.00	Poor to Average
36	50.00	Poor to Average
Total	1987.48	
Mean Score	55.21	Poor to Average

B. The Data Analysis

1. The Students' Part of Speech Mastery

Table IV.5
The Mean Score of the Parts' of Speech test

No	Value (X)	F	FX
1	45.83	1	45.83

2	50.00	4	200.00
3	58.33	3	174.99
4	62.50	7	437.50
5	66.67	7	466.69
6	70.83	3	212.49
7	75.00	6	450.00
8	78.16	2	156.32
9	80.00	1	80.00
10	82.00	1	82.00
11	88.33	1	88.33
Total	MX= 66.29	N=36	∑FX= 2386.65

The result of computation is 66.29. It is classified as Sometimes. Therefore, the statistics' Part of speech at the second year of SMKN 2 Pekanbaru can be classified as Average to Good level.

2. The Students' Ability in Listening Comprehension

Table IV.6
The Mean Score of the Listening Comprehension test

No	Score	F	X.f
1	33.33	1	33.33
2	41.67	3	125.01
3	45.83	8	366.64
4	50.00	7	350.00
5	54.17	2	108.34
6	58.33	1	58.33
7	62.50	5	312.50
8	66.67	3	200.01
9	70.83	4	283.32
10	75.00	2	150.00
Total	MX=55.21	N=36	∑FY= 1987.48

The result of computation is 55.21. It is classified as Sometimes. Therefore, the statistics' Listening comprehension at the second year of SMKN 2 Pekanbaru can be classified as poor to Average level.

3. Analysis on the Contribution of Students' Part of Speech Mastery to their Listening Comprehension

Table IV.7

The Result of Parts' of Speech (X) and Students' Listening comprehension (Y)

Number of Students	X	Y	X^2	Y^2	XY
1	75.00	70.83	5625.00	5017,36	5312.25
2	82.00	75.00	6724.00	5625,00	6150.00
3	78.16	62.50	6110.59	3906,25	4837.00
4	78.16	66.67	5017,36	4444.89	4722.24
5	80.00	58.33	6400.00	3402,78	4666.40
6	66.67	45.83	4444.89	2100,69	3055,49
7	62.50	50.00	3906,25	2500,00	3125.00
8	62.50	50.00	3906,25	2500,00	3125.00
9	66.67	45.83	4444.89	2100,69	3055,49
10	50.00	45.83	2500,00	2100,69	2291.50
11	58.33	33.33	3401.78	1111,11	1944,14
12	66.67	45.83	4444.89	2100,69	3055.49
13	88.33	75.00	7802,19	5625,00	6624.75
14	75.00	66.67	5625.00	4444.89	5000,25
15	75.00	70.83	5625.00	5017,36	5312.25
16	66.67	70.83	4444.89	5017,36	4722,24
17	70.83	62.50	5017,36	3906,25	4426,86
18	75.00	66.67	5625.00	4444.89	5000,25
19	70.83	70.83	5017,36	5017,36	5017,36
20	62.50	50.00	3906,25	2500,00	3125.00
21	70.83	62.50	5017,36	3906,25	4426.87
22	75.00	62.50	5625.00	3906,25	4687.50
23	45.83	54.17	2100,69	2934,03	2482.61
24	66.67	41.67	4444.89	1176,11	2778.14
25	50.00	45.83	2500.00	2100.69	2291.50
26	50.00	45.83	2500.00	2100.69	2291.50
27	62.50	50.00	3906.25	2500.00	3125.00
28	58.33	41.67	3402,78	1736,11	2430,61
29	58.33	41.67	3402,78	1736,11	2430,61
30	50.00	45.83	2500,00	2100,69	2291.50
31	75.00	62.50	5625.00	3906.25	4687,50
32	62.50	50.00	3906,25	2500.00	3125,00
33	66.67	45.83	4444.89	2100.69	3055,49
34	66.67	54.17	4444.89	2934.03	3611.51
35	62.50	50.00	3906,25	2500,00	3125.00
36	62.50	50.00	3906,25	2500.00	3125,00
Total	2386.65	1987.48	165732.9	114077.8	250139.5

After finding mean score and standard deviation score, the writer analyzed test as follow:

$$r_{xy} = \frac{(n\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n\sum x^2) - (\sum x^2)(n\sum y^2) - (\sum y^2)\}}}$$

$$r_{xy} = \frac{(36.250139.5) - (2386.65.197.48)}{\sqrt{[(36.165732.9) - (2386.65)^2] \,.\, [(36.114077.8) - (1987.48)^2]}}$$

$$r_{xy} = \frac{9005100 - 8943660}{\sqrt{(116352).(156724.3)}}$$

$$:r_{xy} = \frac{61349.76}{\sqrt{18235180913}}$$

$$r_{xy} = \frac{61349.76}{135037.70}$$

$$r_{xy} = 0.45$$

The Degree of Freedom (df)

To obtain the result of homogeneity, the writer compared with F table. The test is homogeneity if F table> F obtained. The F table is compared by getting degree of freedom (df). The formula of df as follow:

df of residue (S)	=	n-1
	=	36-1
	=	35
G	=	*all score of X which is different*
df of Error (G)	=	n-G
	=	36-22
df of Standard Error	=	G-2
	=	22-2
	=	20
df of Coefficient	**=**	**N-nr**
	=	**36-2**
	=	**34**

The Test of Hypothesis

There are two hypotheses needed to be answered from this research, the hypotheses are there is no contribution part of speech mastery to their listening comprehension achievement at the second year of information technology department of SMKN 2 Pekanbaru (H_1) and there is a contribution part of speech mastery to their listening comprehension achievement at the second year of information technology department of SMKN 2 Pekanbaru (Ho). In order to know which hypothesis is accepted, the score of variable X and Y are analyzed to test the independency of

linear regression and the linearity of the data. The result of the test can be observed in table below:

Table IV.8
Analysis of Variance (ANOVA)

Variance Resources	df	SS	MS	F
Total	36	114077.8	114077.8	-
Regression a	1	3168.83	3168.83	-
Regression b/a	1	898.56	898.56	8.84
Residue	34	3454.887	101.61	
Standard Error Estimate	20	-559049.74	-27952.49	-0.69
Error	14	562504.63	40178.9	

From the table of F distribution, it was found that the table value of $F_{0,05}(1.34)$ is 4.13. Therefore, the Null Hypothesis (Ho) is rejected because the calculate value of F (8.84) is bigger than the table value (4.13). In conclusion, variable X and variable Y are dependent or there is a significant contribution part of speech mastery to their listening comprehension achievement at the second year of information technology department of SMKN 2 Pekanbaru. The result of linearity of the computed value is -0.69 from table value of F distribution (20, 14) is 0.239. It means the hypothesis of the linear regression is accepted and it is not necessary to find other model of regression. After calculating data, it was found that the value of r_{xy} is 0.45, and the value of the degree of freedom (df) is 34. Then, from the table *r* of degrees of freedom with the level of significant 5% (0.05) is 0.349. That means the value r_{xy} is obtained bigger than the value of *r* table of Product Moment. That means there is a contribution of students' part of speech mastery to their listening comprehension achievement at the second year of information technology department of SMKN 2 Pekanbaru. It can be concluded that the Null Hyphothesis is rejected and the alternative hyphothesis is accepted.

The Interpretation of Data Analysis

Based on the data analysis above, the conclusions can be seen as follows:

1. The test of independency by using ANOVA, F obtained (8.84) is bigger than Ftable (4.38).It is provided that there is significant contribution.
2. The test of linear regression by using ANOVA, F obtained (-0.69) is smaller than F table (2.39). Therefore, the hyphotesis of linear regression is accepted.
3. From the computation by using Pearson Product Moment rxy is 0.45. It means, that the contribution is moderate.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The topic of this research was the contribution of students part of speech mastery to their listening comprehension achievement at the second year of information technology department of SMKN 2 Pekanbaru. The data consist of two variables namely; the independent variable is symbolized by “X” refers to “Part of Speech Mastery” while, dependent variable is symbolized by “Y” refers to students’ achievement in listening comprehension. The presented data are gained through part of speech test and listening test.

Regarding formulation of the problem in this paper, the conclusion be summarized as follows: it was found that the mean score of students’ part of speech is 66.29 with categorized Average to Good. In listening comprehension it was found that the mean score of is 55.21 with categorized Poor to Average.

Based on the data analysis above, the conclusions can be seen as follows: The test of independency by using ANOVA, F obtained (8.84) is bigger than Ftable (4.38).It is provided that there is significant contribution. The test of linear regression by using ANOVA, F obtained (-0.69) is smaller than F table (2.39). Therefore, the hyphotesis of linear regression is accepted.

From the computation by using Pearson Correlation of this research is 0.45, it is found that there is a moderate contribution part of speech mastery to their student’s listening comprehension achievement.

B. Suggestion

Based on the conclusion, the writer obtained from this research that part of speech mastery have moderate contribution to their student's listening comprehension achievement. The students can express their ideas directly and able to imagine the situation of meaning in listening comprehension. Therefore, the writer wanted to give some suggestions, as follows:

1. The teacher can use this technique to increase students' ability in part of speech mastery and listening comprehension.
2. The students should always can respond meaning of part of speech and be confident to express ideas in listening comprehension test.
3. The School applies English Creativity days in order to improve students' English ability, need to create a more anxiety classroom atmosphere. Moreover, the students will enjoy learning by part of speech mastery and listening comprehension.

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BIOGRAPHY

The name of her is Dian Cita Sari. She was born in Pekanbaru. She is daughter from Sudirman S.Pd. and Arum Wibawani. She has one brothers, Adi Suardiman and one sisters, Amelia Setiani. She is the oldest in her family. She was KKN in Maredan-Siak. She was PPL at MTsN Pekanbaru. She was conducted her research at SMKN 2 Pekanbaru. She comes from Central Java. She lives Segar Street Pekanbaru. Her hobbies are reading, travelling, and racing. Her email is citarumhaq_one@yahoo.com.

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Elementary School 008 Rejosari, Pekanbaru 1994-2000

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The students' Listening comprehension achievement

No	Students' Score	Level ability
1	70.83	Average to Good
2	75.00	Average to Good
3	62.50	Average to Good
4	66.67	Average to Good
5	58.33	Poor to Average
6	45.83	Poor
7	50.00	Poor to Average
8	50.00	Poor to Average
9	45.83	Poor
10	45.83	Poor
11	50.00	Poor to Average
12	45.83	Poor
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14	66.67	Average to Good
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17	62.50	Average to Good
18	66.67	Average to Good
19	70.83	Average to Good
20	50.00	Poor to Average
21	62.50	Average to Good
22	62.50	Average to Good
23	54.17	Poor to Average
24	41.67	Poor
25	45.83	Poor
26	45.83	Poor
27	50.00	Poor to Average
28	41.67	Poor
29	41.67	Poor
30	45.83	Poor
31	62.50	Average to Good
32	50.00	Poor to Average
33	50.00	Poor to Average
34	54.17	Poor to Average
Total	1908.32	
Mean Score	56.13	Poor to Average

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	898.565	1	898.565	8.843	.005[a]
	Residual	3454.887	34	101.614		
	Total	4353.452	35			

a. Predictors: (Constant), VAR00001

b. Dependent Variable: VAR00002

Descriptive Statistics

	Mean	Std. Deviation	N
VAR00002	57.3524	11.09786	34
VAR00001	62.7782	9.68125	34

Correlations

		VAR00002	VAR00001
Pearson Correlation	VAR00002	1.000	.627
	VAR00001	.627	1.000
Sig. (1-tailed)	VAR00002	.	.000
	VAR00001	.000	.
N	VAR00002	34	34
	VAR00001	34	34