

**THE EFFECTIVENESS OF REPEATED LISTENING TO
ENGLISH NEWS ON STUDENTS' LISTENING
COMPREHENSION**

**(A Pre-Experimental Study at the Third Grade Students' in a State
Junior High School in Tuban in the Academic Year of 2018/2019)**

SKRIPSI

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FACULTY OF LANGUAGE AND ART EDUCATION
IKIP PGRI BOJONEGORO
2019**

LEGITIMATION

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This is to certify that the sarjana's skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education August, 20th 2019

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CHAPTER I

INTRODUCTION

The introduction covers background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypotheses of the study, significance of the study, limitation of the study and definition of keys.

A. Background of the Study

Listening is the first part of language skills that everyone gets when learning a language. Meanwhile, most of the students get difficulty to learn listening of a foreign language, because their teacher is rarely give this material for them. They also feel that listening is bored and make them sleepy because they only hear the sound that they don't know the meaning. Students are low motivated to learn because they find that learn listening is bored. It is important to find out which strategy that is better to motivate students in listening comprehension activities. Whereas, listening is important because we cannot communicate well with other people if our listening ability is bad. Sissons (2006) says that news on radio and television delivered are the latest and most important news to the viewers and listeners and the stories of broadcast news are short where the opinion

are kept to a minimum. The goal of it is to be understood by everyone. That is why repeated listening to English news was applied in the listening class as one of the solutions to make the learners of English listening easy to understand what the speaker says.

Listening is one of the most important skills in English language learning. When students listen to English language, they face a lot of listening difficulties. According to Hamouda (2013), EFL learners have crucial problems in listening comprehension because schools pay attention to grammar, reading, and vocabulary. Listening skill is not significant part of many books and teachers do not consider this skill in their classes. Osada (2004) stated that listening is not very important for both teachers and learners and teachers test not to teach listening and learners learn listening not listening comprehension. Steinberg (2007) and Bingol, Celik, Yildiz, and Mart (2014) defined listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it. Jafari and Hashim (2015) emphasized that listening is a channel for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening.

“Listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information” (Hien 2003). Without listening, no communication can be achieved. As a result, Students cannot receive the materials well if

they don't know what their teacher says because the lack of listening comprehension, they will confuse and start to feel that learning listening is difficult for them. Consequently, it remains the most neglected aspect of language teaching. Hamouda (2013) emphasized that comprehending speech is a very difficult activity for students. Learners face a lot of problems when they listen to a language. listening skill didn't receive sufficient acceptance in its own right but rather has been considered as a passive skill that will develop without help. If teachers are expected to assist learners to improve their listening comprehension, they should comprehend their listening difficulties in understanding spoken passages and teach them effective listening comprehension strategies to be able to solve their listening comprehension problems. In this case, teachers have to be creative to select the appropriate strategy to motivate their students in learning listening.

Strategy is one of the main factors that can influence the effectiveness of teaching and learning activities. It is no doubt that some traditional strategy for teaching are left behind in this globalization era. Generally, the use of strategy as a teaching aid is mainly aimed at increasing teaching process to be more motivating and appealing for students. Goh (2000) said that it is very important to teach listening strategies to students and before doing this, teachers should increase learners' knowledge of vocabulary, grammar, and phonology. Students need something different in learning listening, they will be motivated if

they find that learn listening is fun. Strategy might offer a lot of options which can be used not only to make teaching interesting but also to make teaching more effective and productive in terms of students' improvement. Teachers can use an interesting strategy to gain students' attention.

According to Seferoglu and Uzakgoren (2004), some other listening comprehension problems are related to the kind of listening materials. In teaching listening, most of teachers only use traditional strategy, whereas repeated listening to English news is rarely to be used. Here, the writer tries to use repeated listening to English news in teaching listening. The writer wants to find out which strategy that gives better effects on students' motivation in listening comprehension activities.

B. Reasons for Choosing the Topic

There are four reasons for choosing the topic of this study:

1. Teaching listening is not an easy task to do by the teachers of English. They find it difficult to teach listening. As a result, the teachers have to find an interesting way to teach listening to make the students feel more comfortable in teaching and learning process.
2. Students are low motivated in learning English especially in listening because their teacher is rarely give this material for them. They also feel that listening is bored and make them sleepy because they only hear the sound that they don't know the meaning.

3. It is important to find out which strategy that is better to motivate students in listening comprehension activities. A good strategy can give influence to the students' motivation and achievement in listening class.
4. This repeated listening strategy can suggest the teachers a good medium to teach listening.

C. Statement of the Problem

In this study, I would like to answer the following question:

1. Is repeated listening effective to improve students' listening comprehension on English news?
2. How significant is the effect of repeated listening to English news on students' listening comprehension?

D. Objective of the Study

Based on the problem above, the objective of the study can be stated:

1. To know whether or not repeating listening effective to improve students' listening comprehension.
2. To know the significant difference of repeated listening on students' listening comprehension.

E. Hypotheses of the Study

The hypothesis (H1) of this study is:

Repeated listening to English news gives better effect on students' listening comprehension activities.

For the purpose of this study, thus the hypothesis is changed into null hypothesis (H0), that is:

Repeated listening to English news does not give better effect on students' listening comprehension activities.

F. Significance of the Study

The result of this study is supposed to be a reference for the teacher of English in using the appropriate strategy in teaching listening. The result of this study will also be useful for the readers to improve their knowledge about how to teach listening by using an interesting strategy.

G. Limitation of the Study

In line with the identification of the problems, the focus of the research was on the teaching listening comprehension. In this paper, the writer focused to study about the effectiveness of the repeated listening to English news apply in teaching learning activity to build up students' listening comprehension. The subject of this study at the 3rd grade in a State Junior High School in Tuban, East Java. The listening material is about news from www.BreakingEnglishNews.com with some categories

such as, politics, sport, issues, government and health. Then, duration of each audio is 3 minutes.

H. Definition of Key Terms

The key terms in this study are listening, comprehension, listening comprehension, English news.

1. Listening

Listening has been defined by many researchers. According to Rost (2002), listening is a process involving a continuum of active processes, which are under the control of the listener, and passive processes, which are not. Chastain (1971) defined listening as the ability to understand native speech at normal speed. Morley (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. According to Postovsky (1975), listening differs in meaning from sound discrimination to aural comprehension. Goss (1982) defined listening as a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated. Bowen, Madsen, and Hilferty (1985) demonstrated that listening is understanding the oral language. According to the experts above, it can be concluded that listening is a process of receiving what the speaker says,

making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy.

2. Comprehension

According to Rost (2002), comprehension is often considered to be the first goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening. Comprehension is the process of relating language to concepts in one's memory and to references in real world. Comprehension is the sense of understanding the language which refers to one's experience or the real world. Complete comprehension refers to the listener ability to have a clear concept in memory for every referent used by the speaker. Dirven and Oakeshott-Taylor (1984) defined listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception. It can be concluded that comprehension as an interactive process in which listeners are involved in constructing meaning.

3. Listening Comprehension

The term "listening comprehension" has been defined by different authors. According to Brown and Yule (1983), listening comprehension means that a person understands what they have heard. If they learn the text through hearing it, they will understand it. According to Ma-Lihua (2002), listening comprehension is a complex psychological process of listeners' understanding language by sense of hearing. It can be concluded

that listening comprehension is the various processes of understanding and making sense of spoken language. Based on the experts above, it can be concluded that listening comprehension is the various processes of understanding and making sense of spoken language.

4. English News

Suparyo and Muryanto (2011) say that the structure of the news consists of news worthy or news lead, background events and sources. News worthy or news lead is the summary of the news and background event tells about what has happened, for whom and how. Sources are the comments from the actors, witnesses and the experts in the events. According to Flemming (2006) one of the strength of radio or television is that they talk to the individual rather than a mass media. Broadcast news should sounds natural when spoken and avoid complicated sentences and unfamiliar words. It is an informal conversational style, less hide bound by the rule of grammar than newspaper writing. It can be concluded that news leadis the important part of the news and tells the gist of the story that informs persons or things.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes some theories and opinions discussed in the study based on the review of related literature. This chapter consists of theoretical background and review of the previous studies.

A. Theoretical Background

This part will give some references and theories that support this study. Thus, this review is divided mainly into seven parts; listening, process of listening, comprehension, listening comprehension, repeated listening, listening materials, and English news materials.

1. Listening

Listening is one of English skills, there are so many definitions of listening based on the experts. Helgesen and Brown (2007) state that “listening is an active, purposeful processing of making sense of what we hear.” Therefore, it is clear that listening is not merely hear sound.

Listening and hearing is different, Barker (1987) argues about the definition of listening and hearing as below:

Hearing, which is only one part of listening process, refers to the physical act of receiving sound. It is a passive process that occurs even

when we're sleep. Listening on the other hand is a work. In other words, when we are listening we need to pay attention and processing what we listen to. Whereas when we hear, our ear will automatically perceive it. We do not need to pay attention because we do not need to understand it.

Another definition of listening is come from another experts. Howat and Dakin (1974) states that "listening is an active process because we have to identify and understand what other people saying. This process also includes understanding a speaker's accent or pronunciation, his grammar and vocabulary and grasping his meaning." Byrnes (1984) characterized listening comprehension as a "highly complex problem-solving activity" that can be broken down into a set of distinct sub-skills. Two of these skills are the understanding of component parts of the language (words, verb groups, simple phrases) and memory for these elements once they have been understood. This means that the student's degree of comprehension will depend on their ability to discriminate phonemes, to recognize stress and intonation pattern and to retain what they have heard.

2. Comprehension

The word comprehension means understanding. Comprehension is the important part in learning, because our understanding is the first measurement tool for our success in learning.

According to Rost (2002), comprehension is often considered to be the first goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening. Comprehension is the process of relating language to concepts in one's memory and to references in real world. Comprehension is the sense of understanding the language which refers to one's experience or the real world. 'Complete comprehension' refers to the listener ability to have a clear concept in memory for every referent used by the speaker.

3. Listening Comprehension

Listening comprehension involves several processes in understanding and interpreting spoken language. This includes recognizing speech sounds, understanding the meaning of words, and understanding the syntax of the sentence in which they are presented. According to Lihua (2002), "listening comprehension is a complex psychological process of listeners' understanding language by sense of hearing."

Adapted from Clark & Clark and Richard in Brown (2001), there are eight processes which involved in listening comprehension activities.

- a. The hearer processes what we will call "raw speech" and holds an "image" of it in short-term memory.
- b. The hearer determines the type of speech event being processed and then appropriately "colors" the interpretation of the perceived message.

- c. The hearer infers the objectives of the speaker through consideration of the type of speech event, the context, and the content.
- d. The hearer recalls background information relevant to the particular context and subject matter.
- e. The hearer assigns a literal meaning to the utterance.
- f. The hearer assigns an intended meaning to the utterance.
- g. The hearer determines whether information should be retained in short-term or long-term memory.
- h. The hearer deletes the form in which the message was originally received.

4. Repeated Listening

Common classroom listening activities usually take place in the form of extensive listening. Students listen to each passage only once or twice and then move on to the next passage. Krashen (1996), however, argues for the value of narrow listening. Krashen defined narrow listening, as listening to a piece of authentic listening material about 2-3 minutes long over and over again until the listener has gained adequate comprehension. Krashen discovered the value of narrow listening through his own experience of Spanish learning. He found that his Spanish listening ability had improved through narrow listening. Therefore, he recommended that narrow listening be used in classrooms. Krashen said that narrow listening will be most valuable to second language learners

who find uncontrolled casual conversation too difficult to understand. Common listening instructions often move from one listening material to another very quickly (extensive listening), which makes it difficult for listeners at this level to achieve adequate comprehension. Without comprehension, listening is less beneficial and acquisition can hardly take place. Narrow listening, on the other hand, encourages repeated listening, which facilitates comprehension, and in turn may increase acquisition.

5. Process of Listening

According to Helgesen and Brown (2007), to understand listening, we have to know how people process the input. This is what is called bottom-up and top-down processing.

a. Bottom-up processing

Bottom-up processing is trying to make sense of what we hear by focusing on different parts; the vocabulary, grammar, sounds, etc. However, it is difficult to get good overall parts. And when you try to understand what the speaker say by only looking at the grammar or vocabulary that you do not understand since you are learning a new foreign language then you cannot focus on what you are listen to.

b. Top-down processing

Top-down processing starts with background of knowledge called schema. Schema is classified into two. First, content schema that is general knowledge based on life experience and previous learning. Second, textual schema that is the knowledge of language and content used in a particular situation: the language you need at the school is different with what you need when socializing with friends. In listening activity, listeners can use bottom-up or top-down process. When use bottom up process, they focus on the vocabulary, grammar, and sound. So, they try to process the sound into the words. By using bottom-up process, the listeners focus on the detail. Whereas, in top-down process, they may miss the detail, but they know the general meaning of the sound.

6. Teaching Listening

“In teaching listening there are three main stages that we should construct, they are; pre-listening, listening tasks, and post-listening. (Helgesen and Brown 2007).

a. Pre-listening

Pre-listening is warming up activity before the students have the real listening tasks. Pre-listening task deals with setting the context, activating current knowledge, and activating vocabulary or language.

b. Listening tasks

There are three types of listening task; they are listening for gist or global listening, listening for specific information, and inferencing.

c. Post-listening

Post-listening is activities after listening tasks, it is like a discussion session about students' answer in listening task. Helgesen and Brown (2007) explained post-listening may be as simple as checking the answers to comprehension questions, either by teacher telling the students what the correct answers are, by eliciting answer from the students themselves, or by having students compare their answers in pairs or in small groups.

B. Review of The Previous Studies

There are some researches that study about English news in teaching listening. Related to this study, I choose three previous studies which are close to my study.

The first is by Sari (2013) in her research entitle: "*Teaching Listening through Repeated listening using Song to the Eight Grade Students of SMP Negeri 14 Cirebon*". She used Quasi-experimental, so there were two classes (experimental and control class). In her research, she found that repeated listening technique using song improves the students' comprehension in listening at eight grade of SMPN 14 Cirebon. It proved by the result of t_{count} (2.26) was higher than the t_{table} (2.093). Therefore, the use of repeated listening technique using song is effective in teaching listening at the eighth grade of SMPN 14 Cirebon. To compare with Dita Sari's research, the researcher should state first that the findings

of this research also stated that repetition is effective to teach listening. But, this research used pre-experimental research design while Dita Sari's research used quasi-experimental design. Looked from the result, the result t_{count} of Sari's research is (2.26).

Then, the second one is Yonezaki (2014) conducted the research with the title: *Effectiveness of Repeated listening in Improving English Listening Ability of Japanese High School Student*. He also conducted research used two classes (experimental and control class). In the experiment, repeated listening was given eight times as treatment. Based on the data, an independent t -test was conducted. The difference in gains between the two groups was statistically significant ($p < 0.05$) even though the effect size was small ($r > 10$). It proved by the result of t_{count} (2.044) was higher than the t_{table} (1.613). The result was the treatment of repeated listening practices had a statistically significant effect. In this research, repeated listening technique also gave significant effect of students' listening ability.

The third is from Fatimah (2013) also conducted the research about improving students' listening ability through repeated listening. The research was conducted in first year students of SMA Negeri 1 Tanjungbintang. She used two classes as the experimental class and the try-out class. The test was conducted in 60 minutes. The mean of students' pre-test and post-test score increased from 57.44 up to 72.00 with gain score 14.56. The result of the hypothesis testing which showed that the

Sig. $< \alpha$ ($p < 0.05$). It can conclude that there was a significant improvement of students' listening ability after being taught through repeated listening technique at SMA Negeri 1 Tanjungbintang. The mean score of post-test in Fatimah Mulya Sari's research also greater than the mean of pre-test ($76 > 82.5$).

From the research above, the writer finds some differences and similarities things with the writer study. The differences are an objective, place, time and approach of the study. Then, the study above used a quasi-experimental approach while the writer used a pre-experimental approach. The similarity is to improve listening comprehension through repeated listening. The study above shows that repeated listening play a vital role in teaching listening. In this study, the writer will try to use repeated listening to the English news audio to teach listening. The writer wants to know whether or not repeating listening effective to improve students' listening comprehension.

CHAPTER III

METHODS OF THE STUDY

This chapter presents the description of methodology used in conducting the research. This chapter consists of some sub-chapters, they are the method and design of the study, research variables, setting, scope of the study, subjects of the study, instrument of the study, procedures of collecting data, and procedures of analyzing data.

A. Method and Design of The Study

Brown (1988) states that experimental study is a whole range of different possible studies that investigate the language behavior or groups under controlled conditions. In this research is pre-experimental study because the objective of this study was to find out the effect of repeated listening to English news audio on students' motivation in listening comprehension activities. The writer used repeated listening to English news strategy on students' listening comprehension activities at the 3rd grade in a State Junior High School in Tuban, East Java. The result of this study was measured in a quantitative form using t-test.

B. Research Variables

Variable is essentially what we can observe or quantify of the human characteristics or abilities involved. There are two types of variables: dependent variable and independent variable.

1. Dependent Variable

A dependent variable is observed to determine what effect, if any, the other types of variables may have on it. In other words, it is the variable of focus, the central variable on which the other variables will act if there is any relationship. Thus, a dependent variable cannot be identified in isolation. The dependent variable of this research is listening comprehension activities.

2. Independent Variables

Independent variables are variables selected by the researcher to determine their effect on or relationship with the dependent variable. It is that factor which measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. The independent variables of this research repeated listening to English news.

C. Research Setting

This study will be held in a State Junior High School in Tuban, East Java for the grade of IX-F during the English lessons in the academic year 2018/2019.

D. Scope of the Study

The scope of the study will be focused on the listening comprehension by using English news audio. It will be done to find out whether the repeated listening to English news give better effect on students' motivation in listening comprehension.

E. Population

Arikunto (2006) states that “a population is a set (or collection) of all elements possessing one or more attributes of interest.” While according to Tuckman (1978) “population is a group about which the researcher is interested in gaining information and drawing conclusions.” The population of this research is the 3rd grade students with six classes and total 196 students in the State Junior High School in Tuban in the academic year of 2018/2019.

F. Sample and Sampling Technique

According to Arikunto (2006) “a sample is part of representation population being assessed. When it is impossible to investigated all of the population, it is allowed to take the sample of population.” Therefore, sample is subjects that can be used in a research to represent the population.

In choosing the sample, Sampling is a technique taking of samples in group population which have opportunity to be chosen as samples.

Sampling is an important characteristic of inferential statistics is the process of going from the part to the whole (Ary, 2010). Because the researcher conducted the research only in one class, she used purposive sampling to take samples from group population. Purposive sampling is a technique of taking samples based on some characteristics and the purpose of this research. The researcher used purposive sampling because the researcher found some characteristics of the samples. They were good attitude, active in the class, and are not noisy during teaching learning process. The classroom having those characteristics is IX F class. Besides that one of English teacher said that IX F class is quiet in the class and they always pay attention when the teacher explains the material. Therefore, the researcher chose IX F class as the sample of this research. The total sample of this study was 30 students (15 males and 15 females)

G. Instrument of the Study

In any scientific research, instrument for collecting data was absolutely important. The accuracy of the result of research was mostly dependent on how accurate the use of instrument. Before research carried out, the instrument for the data collection should be well prepared. Based on the research problems, the writer used listening comprehension test as an instrument. Ary (1979) stated that a test is a set of stimuli present to an individual in order to elicit responses on the basis of which a numerical score can be designed. The score measured by statistic formula. Arikunto

(2006) added “test is a set of questions that is used to measure the skills, knowledge, intelligence, and the talent of an individual or a group.”

In this study, the students’ achievement in listening comprehension was measured by using tests, namely pre-test and post-test. The pretest was used to find out the students’ listening comprehension before the treatment and post-test was used to find out the students’ listening comprehension after the treatment. The instrument used in this research is a multiple-choices items test. The writer used the multiple choices items in chosen forms of “a, b, c, d” and the total number were 30 questions.

H. Procedures of Collecting Data

Method of collecting data by using a test is a way in collecting data to carry out the result of treatment. This method was chosen considering that it was the most appropriate method for collecting the primary data. The tests used in this study are:

1. Try out Test

Try out is a kind of test which provides opportunities to the test maker to see the quality of the instrument. “Trying out the test is necessary since the result can be measure the validity, the reliability of the test and it can be carried out in either a small scale or a large one”(Arikunto 2006). In other words, a good quality of an instrument depends on two important

qualifications. Those are validity and reliability of the test. Before a test was used as an instrument, it had been tried out first to other class beside the experiment class.

The writer designed one try out test, the try out test was designed used for pre-test and post-test. Those try out test had the same qualification type of question which had the same the difficulty level too. A class was chosen as the try out group in this study that was IX E class. The try out test was conducted on 20th February 2019. The try out test consisted of 50 questions in which each question had 4 choices of answer (A, B, C, and D) and had to be done in 45 minutes. After the students finished the test, the score was counted. Since it was multiple choice types, the score for the right answer was 1 and 0 for the wrong answer. Then, the data were analyzed to find their validity and reliability. The goal of conducting try out was to measure the validity and reliability of the test. If a test item does not have validity and reliability, it must be revised. The revision was made based on the analysis of the try out result. Some items remained to be used while some others were left out.

2. Pre-Test

Pre-test was conducted in the beginning of the research. The purpose of this test was to measure the students' skill in listening. During this session, the students answer the multiple-choice test with 30 questions. The writer gave them an English news audio and five minutes

to prepare. After that, they answered it. Then, the writer collected the score their performance as the data for the research.

3. Treatment

The teaching-learning processes of this study became the processes of giving treatment. The process of giving treatment was in order to make sure that the repeated listening to English news strategy definitely gave effect to the students' achievement in listening comprehension and to reach the main purpose of this research. The treatment was given after the experiment class done the pre-test. The experimental class got a treatment by using repeated listening to English news.

The treatment was conducted for five meetings. It was because the limited time given by the teacher and the class was explained about the English news and they had the material, assignment and test from their teacher. Then the treatment was conducted in February – March 2019.

4. Post-test

The post-test was administered after conducting the treatments in experimental class. It was aimed to measure the differences of the student's achievement in listening comprehension of the experimental class which used repeated listening to English news strategy. The process of post-test was similar with the pretest the students of experimental class were given 30 questions of multiple choices.

I. Procedures of Analyzing Data

After the test, the writer continued computing and analyzing the result of the test. The writer determined the inferential statistical test for taking a conclusion whether repeated listening to English news strategy could increase the students' listening comprehension, inferential statistical tests were used to examine the hypothesis in the study.

In this case, the writer analyzed the result of the test after using a repeated listening to English news strategy. There were several steps that writer did in using the t-test. Those were as follow:

1. Formulating the null and alternative hypothesis.

Ha: Repeated listening to English news gives better effect on students' motivation in listening comprehension activities.

Ho: Repeated listening to English news does not give better effect on students' motivation in listening comprehension activities.

2. Using the appropriate formula for analyzing the data

The writer analyzed the data by comparing the mean scores of the pre-test and the post-test. Then, t-test formula was used to know whether the difference between the two means were significant or not.

3. Validity and Reliability

The validity and reliability of the data should be know, it is done before the treatment is given at experimental class. The formulas are:

a. Validity

$$\text{Formula : } R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

R_{xy} : coefficient of correlation between variable X and

Variable Y

N: total participant

$\sum xy$ = the amount of multiplication x and y

x^2 = square from x

y^2 = square from y

b. Reliability

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \left(\frac{\sum pq}{\sigma_x^2} \right) \right)$$

where:

r_{11} : Instrument reliability index

N: The total of instrument

$\sum pq$: The number of variance

σ_x^2 : Variance of total score that is taken subject of tryout

4. Normality and Homogeneity

The normality and homogeneity of the data should also be known, it is

done before testing the hypothesis. The formulas are:

a. Normality test

Ujililifors, $z = \frac{x_i - \bar{x}}{s}$ where: $s = \frac{(x - \bar{x})^2}{n-1}$

$L = \max |F(z_i) - S(z_i)|$ where:

z_i : standard score for $z_i = \frac{x_i - \bar{x}}{s}$

S = standard of deviation sample

\bar{X} = average of sample

b. Homogeneity test

Uji F: $\frac{s_1^2}{s_2^2}$ where:

s_1^2 = variant from the pre-test

s_2^2 = variant from the post-test

5. T-Test

The test assesses whether the means of pre-test and post-test are statistically different from each other. This analysis is appropriate whenever you want to compare the means of pre-test and post-test. The formula of T-test is

$$T = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s_1^2/n_1) + (s_2^2/n_2)}}$$

where:

\bar{x}_1 : the average of sample 1

\bar{x}_2 : the average of sample 2

N_1 : participant of sample 1

N_2 : participant of sample 2

s_1^2 : variance of sample 1

s_2^2 : variance of sample 2

Compare the t-value with the t-table to determine if the calculated of t-value is significant. If the t-value is higher than the t-table, then the alternative hypothesis can be accepted.