ENGLISH DEPARTMENT OF UNP STUDENTS'ABILITY IN LISTENING TO ENGLISH NEWS

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Abstrak

Penelitian ini dilakukan untuk melihat kemampuan mahasiswa bahasa Inggris merespon informasi dalam mendengarkan berita bahasa Inggris. Peserta penelitian adalah mahasiswa bahasa Inggris angkatan 2011 yang telah lulus mata kuliah Listening 1 dan Listening 2. Penelitian ini berbentuk mix-method research yang melibatkan dua teknik pengumpulan data, yaitu secara kuantitatif melalui tes mendengar dan kualitatif melalui wawancara. Hasil penelitian menunjukkan bahwa mahasiswa bahasa Inggris memiliki kemampuan yang cukup baik dalam merespon informasi dalam mendengarkan berita bahasa Inggris, yaitu dengan nilai rata-rata 68.4. Dari hasil wawancara dapat disimpulkan bahwa kemampuan mahasiswa dipengaruhi oleh metode pengajaran yang diterapkan dosen dan banyaknya latihan.

Key words: students'ability, english news.

A. Introduction

In language learning, listening is one of the skill that should be learnt by the students. They are expected to have good ability in it. Generally there are several factors that can influence the students' ability in listening. First, it comes from their self (vocabulary, the way to predict the word and recognize the signal). Second, it comes from the listening material (long text, unfamiliar topic and accent). Third, it comes from equipment (recording or tools).

One of the materials in Listening 2 subject is English news. The students usually listen to the English news that come from many sources, fields, accents and speakers. Then they should answer the questions about the content of the news. The students have option to choose the topic of the news

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they may choose the latest topic or the old one. Because the purpose of this subject is to train the students to listen to the English news from varieties sources, fields, accents and speakers. So, the topic of the news is not be the main point in this subject.

Generally news almost has similar defenition. It depends on the agencies that produce the news. It is cited from Gaspari (2013:2), who says news agencies play a subtantive role in shaping what is reported by print, broadcast and web-based in all over the world. The stories carried by international news agencies are reproduced by several media outlets with varying degrees of adaptation and English in particular exerts a strong influence on the (translation of) news that spreads globally. Several experts have defined the theories of news. According to Sissons (2006:23), *news* is *created.* What we see, hear and read just a version of events which has been crafted and shaped by the people assembling the newspaper, radio or television bulletin. It may be an honest and accurate interpretation, but it still only a snapshot, an impression of some occurences. It means that news is someone's version to the events that has modified based on their expertise (p.23)

Meanwhile English news is versions of events that has happen, which has been crafted and shaped by news maker to stimulate human interest and curiosity and gives effect to many people that delivered in English. So, news become more valuable if the news maker knows so well or has sense about the issues that many people want and need. Because people will not be interested to listen to something that they do not want to listen. Eventhough it is a challenge for news maker, when they should provide what the news listener or reader want.

There are two media of broadcast news. They are television news and radio news. Television news provides voice and picture that is called audio visual media. Meanwhile radio news just provides voice that is called audio lingual media. But both of them have the same purpose, that is giving the latest news or information to the listener. According to Sissons (2006:81), says that news on radio and television deliver the latest and most important news to the viewers and listeners. But the stories of broadcast news are short and both of analysis and opinion are kept to a minimum. Radio news tend to use informal language as if it talks to audience personally. It is also supported by Flemming (2006:58), says that one of the strenght of radio or television is that it talks to the individual rather than a mass media.

English news has a structure. It consists of news lead, background events and sources. It is cited from It is cited from Suparyo and Muryanto (2011:55), who say that generic structure of the news consists of news worthy or news lead, background events and sources. So when the students listen to the news, it is expected they get the messages and respond the information in the news (news lead, background events and sources). According to Hutchison (1996 : 21), basic news structure are lead and body of the story. Lead of the story lures the audience into the body of the story. In good lead, the most important thing comes first. The

initial sentence of the lead is usually less than 25 words because media readers and listeners have difficulty carrying words and phrases from the first part until the end of a long sentence.

Listening to English news is good for students for some reasons. First, in academic purpose, training to listen to the English news from different sources, field, material, accent and dialect, will help them to understand the listening materials from any sources, field, material, accent and dialect. Second, it will help the students when they take IELTS, TOEFL and EAP test because those tests provide news or monolog test. Third, it will train the students to understand the information in limited time because the news presenters commonly delivered the news fastly. Fourth, in the real world life, it will be helpful when the students have a conversation with foreigner.

Furthermore, there was a research done by a student of English Department of State University of Padang about the ability of English Department students in comprehending TV news program in 2008 showing that the ability of English Department students in comprehending TV news program was bad. Although the students have already been introduced to the news. In short, it can be said that the students' ability in listening to the English news was not well improved.

According to Hoc (2008:4) in his research found three categories that cause problems in listening. They were problem from listeners, listening material and equipment. First, the problems came from listeners were: a)The first problem that students facedwas predicting what the speaker is going to say; b) The second problem was the limitation of vocabulary power; c)The third problem was failed to recognize the main points in listening comprehension.

Second, the problems came from listening materials were: a)unfamiliar topic that caused problems in listening comprehension; b) variety of accents caused difficulties to students in listening comprehension since they did not have much exposure to different accents; c) the real language or authentic material that caused a great difficulty to students; d) The long listening text was supposed to be an obstacle to students in listening.

Third, problems came from equipment were: a)there were 63.1% of students had to face the problem of noises. If the listening task is carried out with noises around, it is for sure they will not have a good result in listening; b)The problem also came from the poor quality of the tapes or disks. For example, the cassette was recorded while there were noises around the cassette. Thus, it could bother the listening activity.

This study, therefore, will describe the ability of English Department students in responding information in listening to English news (News Lead, Background Events and Sources). It also to know the most difficult questions that occured frequently among Wh- Questions. It is expected this study will give the information to both the lecturers and the students about the students'ability in responding information in listening to English

news (News Lead, Background Events and Sources) and know the most difficult questions that occured frequently among Wh- Questions.

B. Methodology

The type of this research was descriptive research. Because the purpose of this research was to find out and explain the ability of second year students of English Department of Universitas Negeri Padang in responding information in listening to English news by using the test. According to Gay and Airasian (2000:25), descriptive research also called survey research, collects numerical data to answer questions about the current status of the subject of study. Calculating the data of research was done by using explanatory mixed methods design which involved both quantitative and qualitative data in single study (Gay 2009: 462). The instrument of the research were test and interview. The result of the test was calculated to describe the students' ability in responding information in listening to English news. Then, the researcher did the interview to the lecturers related to the student's ability in listening to English news.

C. Discussions

The students' answer or data were analyzed by using quantitative method. The researcher used the formula suggested by Sudjiono to find out the students' ability in responding information on listening to English news. The data were described in the table below.

1. Students'Ability

Table 14. Percentage of Students' Ability

No	News Structure	Score	Percentage of	Grade	Grading criterion
1	News lead	225	72.1 %	B	Good
2	Background eventss	289	69.4 %	B	Good
3	Source	53	50.9 %	D	Poor
	Mean Score	21.8	68.1%	B	Good

In table 14, shows that the students' ability in responding information in listening English news. It was found that the students ability in listening to English News was categorized good because the mean score of thestudents was 21.8   and the percentage was 68.1 %. Meanwhile the percentage of the ability of the students in listening to news lead was 72.1 %. The grade for the percentage was "B". Furthermore the percentage of the students' ability in listening to background events of the news was 69.4 % and the grade for the percentage was "B". It was categorized as good. The last, the   percentage ofthe students' ability in listening to the source was 50.9 % and the grade for the percentage was "D". It was categorized as poor. In short, the students' ability in responding information in listening to English news   was good. The

highest percentage of the students ability in responding information in listening to English news was in listening to news lead.

2. Students'Score in Wh-Questions
Table 15. Percentage of Students' Score in Wh-Questions

No	Wh-Question	Score	Percentage of	Grade	Grading criterion
1	Who	93	59.6 %	C	Average
2	What	133	62.08 %	C	Average
3	When	23	88.4 %	A	Very good
4	Where	141	77.4 %	B	Good
5	Why	36	46.1 %	D	Poor
6	How	141	67.7 %	B	Good

In table 15, the students' score in Wh-Questions was presented. The percentage of the students' score in "Who" questions was 59.6 %. The grade for the percentage was "C". It was categorized average. The percentage of the students' score in "What" questions was 62.08 %. The grade for the percentage was "C". It was categorized average. The percentage of the students' score in "When" questions was 88.4 %. The grade for the percentage was "A". It was categorized very good. The percentage of the students' score in "Where" questions was 77.4 %. The grade for the percentage was "B". It was categorized good. The percentage of the students' score in "Why" questions was 46.1 %. The grade for the percentage was "D". It was categorized poor. The percentage of the students' score in "How" questions was 67.7 %. The grade for the percentage was "B". It was categorized good. In short, the answer of "When" questions was the easiest questions among the others and the answer of "Why" questions was the most difficult questions among others.

a. Students'Score in Wh-Questions in news lead
Table 16. Percentage of Students' Score in Wh-Questions in News Lead

No	Wh-Question	Score	Percentage of	Grade	Grading Criterion
1	Who	40	76.9 %	B	Good
2	What	35	67 %	B	Good
3	When	23	88.4 %	A	Very good
4	Where	68	87.1 %	A	Very good
5	Why	34	65.3 %	C	Average
6	How	25	48.07 %	D	Poor
	Mean Score	7.5	72.1%	B	Good

In table 16, shows the students' score in Wh-Questions in news lead. Mean score of the students in news lead was 7.5 and the percentage was 72.1 %. It was categorized good. It means that the students' score in Wh-Questions in news lead was good. The percentage of the students' score in "Who" questions was 76.9 %. The grade for the percentage was "B". The percentage of the students' score in "What" questions was 67 %. The grade for the percentage was "B". The percentage of the students' score in "When" questions was 88.4 %. The grade for the percentage was "A". The percentage of the students' score in "Where" questions was 87.1 %. The grade for the percentage was "A. The students' score in "Why" questions was 65.3 %. The grade for the percentage was "C". The percentage of the students' score in "How" questions was 48.07 %. The grade for the percentage was "D". In short, the easiest question in news lead to be answered was "When" questions and most difficult question to be answered was "How" question.

b. **Students' Score in Wh-Questions in Background Events**
   Table 17. Percentage of Students' Score in Wh-Questions in Background Events

No	Wh-Question	Score	Percentage of	Grade	Grading criterion
1	What	98	75.3 %	B	Good
2	Where	73	70.1 %	B	Good
3	Why	2	7.6 %	E	Very Poor
4	How	116	74.3 %	B	Good
	Mean Score	11,11	69.4 %	B	Good

In table 17, shows the students' score in Wh-Questions in background events. Mean score of the students' score in Wh-Questions in background event was 11.11 and the percentage was 69.4. It was categorized good. It means that the students' score in Wh-Questions in background events was good. The percentage of the students' score in "What" questions was 75.3 %. The grade for the percentage was "B". The percentage of the students' score in "Where" questions was 70.1 %. The grade for the percentage was "B". The percentage of the students' score in "Why" questions was 7.6 %. The grade for the percentage was "E". The percentage of the students' score in "How" questions was 74.3 %. The grade for the percentage was "B". In conclusion, the easiest question to be answered in background events was in "What" question and the most difficult question was " Why" question.

c. Students'Score in Wh-Questions in Sources

There was only one kind of Wh-Questions in Sources. It was "Who" question. The percentage of students'score in "Who" questions in sources was 50.9 %. The mark for the percentage was "D". In short, the students' score in Wh-Questions in sources is poor.

D. Conclusion and Suggestions

The research was conducted by using descriptive research to find out students' ability in responding information in listening to English news. Calculating the data of research was done by using explanatory mixed methods design which involved both quantitative and qualitative data in single study (Gay 2009: 462). The instrument of the research were test and interview. The result of the test was calculated to describe the students' ability in responding information in listening to English news. Then, the researcher did the interview to the lecturers related to the student's ability in listening to English news. The percentage of students' ability could be known from the result of analysis. Then it was described by using descriptive method. Based on the result of analysis in research findings, it can be concluded that the English Department students' ability in responding information in listening to English news was good. Furthermore, the most difficult answer of the questions among 5W+1H questions was "Why " question. Because the answer of this question was not stated clearly like the others (Who, What, When, Where and How). Although this research showed that the students had good ability in responding information in listening to English news, but the lecturers may not feel satisfied because there was a problem that should be solved, that was related to 5W+1H questions.

Hence, the researcher would like to propose some suggestions. The lecturers especially listening lecturer should give more exercises or assignment related to English news. Beside that the lecturers are expected to find the appropriate methods in teaching listening and give motivation to the students about the importance of having good ability in listening to the English news. For the students are expected to study more seriously in Listening subject especially news. Then they are expected to review the material and practise more out of the class frequently, especially in listening to English news. The more they practise, their listening ability will be increased. Because practising makes them get used to varieties of accent in English. They will also get the new vocabulary from many field.

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