THE RELATION BETWEEN KNOWING GRAMMAR AND LISTENING COMPREHENSION

A THESIS

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By

ST. NURHAYATI
Reg. Number : 84 07 239

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FAKULTAS SASTRA

Sesuai dengan surat tugas Dekan Fakultas Sastra Universitas Hasanuddin :

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Pembantu Pembimbing

(Drs.Agustinus Ruruk, M.A.)

Disetujui untuk diteruskan kepada

Panitia Ujian Skripsi

Dekan

u.b. Ketua Jurusan Sastra Inggris

(Drs. Agustinus Ruruk, M.A.)

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FAKULTAS SASTRA

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THE RELATION BETWEEN KNOWING GRAMMAR AND LISTENING COMPREHENSION

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5. Dra. S.A.A. Ruru, M.A — Konsultan I.....
6. Drs. Agustinus Ruruk, M.A — Konsultan II.....

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TABLE OF CONTENTS

ABSTRAK

Menyimak merupakan salah satu dari empat keterampilan berbahasa. Ketiga keterampilan lainnya adalah Berbicara, Membaca dan Menulis. Tujuan dari penulisan ini adalah untuk melihat apakah ada hubungan antara mengetahui tatabahasa dengan menyimak. Oleh sebab itu penulis mengambil "THE RELATION BETWEEN KNOWING GRAMMMAR AND LISTENING COMPREHENSION" sebagai judul penulisan ini.

Data untuk penelitian ini diambil dari 35 mahasiswa jurusan Bahasa Inggris, Universitas Hasanuddin. Penulis memberikan dua macam test-test tatabahasa dan test menyimak. Hasil dari kedua test tersebut kemudian dianalisis untuk melihat apa ada kaitan antara mengetahui tatabahasa dan menyimak.

Hasil penelitian mengungkapkan bahwa mengetahui tatabahasa dapat membantu mahasiswa dalam keberhasilannya menyimak meskipun ada beberapa kasus yang tidak menggambarkan keterkaitan ini. Tetapi secara keseluruhan ada hubungan antara mengetahui tatabahasa dengan keberhasilan dalam menyimak. Ini dapat terlihat dari hasil Chi-Square tes dengan a = 0,05, penulis menemukan bahwa $X^2_d > X^2_t$ 22,22 > 21,0, yang menandakan bahwa ada kaitan antara mengetahui tatabahasa dan menyimak.

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The writer

CHAPTER II

REVIEW OF LITERATURE

2.2 Definiton of Grammar

When we learn a language, we learn the sounds used in that language, the basic units of meanings, such as words, and the rules to combine these to form new sentences. The elemonts and rules constitute the grammar of a language. To use a language, we must not only know the language but we must also know how to use it properly and. the grammar of the language we must understand the nature of this internalized, unconcious set of rules which is part of every grammar of every language.

Studying a language means.that we study about the sentence structure of the language that can not be separated from studying the grammar.

According to Leech and Svartvik (1973 : 21) :

> "To use a language properly we of course have to know the grammatical structures of the language and their meaning."

Slobin (1939 : 11) gives another reason for studying grammar. According to him :

"We need grammar --- the sets of rules that relate ordered sound sequences to meanings - - in order to communicate underlying proposition compactly and efficiently.

What is then grammar ? What does it do ? Slobin (1939) gives an example of three strings of words :

1. Pie little blue mud make eyes girl was
2. The little pie with mud eyes was making a blue girl
3. The little girl with blue eyes.

If we look at the first sentence we will immediately say that it is not a sentence, because it is difficult to say which one is the subject, verb or the obyect. So we will say it has no grammar. Number (2) and (3) can be called sentence. Why is sentence (1) different from sentence (2) and (3) ? The difference is in the order. In English order means that there is a subject does or who is doing what to do.

Beside ORDER, the addition of MARKERS is also seen in sentences (2) and (3). There are two types of makers accord to Slobin : Function Words like <u>the</u>, <u>a</u>, <u>with</u> and suffixes like <u>-s</u>, <u>-ing</u>. The markers identify classes. <u>The</u> identifies a noun, It specifies relations : with relates girl to eyes. It signals meanings : -ing signals activity, -s signals plurality. All of these things together

namely order and the forms of marked, make up the grammar and convert a disconnected string of words into a sentence.

Therefore according to Slobin (1939 : 8)

> "Grammar lies between a speech sounds you hear or say and the meanings you connect with them. You can only make sense of the strings of words you hear if you know in some unconscious sense the grammar of your language. You can only communicate same underlying person if both of you have the same uderlying knowledge of the language.

The broadest terms, we can characterize grammar as that which must be known beyond word meanings in order to interpret a sentence.

Slobin further says:

> "A grammar is thus a theory of a language. It us a theory which should be able to discriminate sentences from nonsentences, provide structural descriptions which relate meanings and sounds, account for the meanings of sentences and combinations of sentences.

In considering whether strings of words are sentences we have to use various kinds of intuitions. Slobin (1939: 13) gives some institions:

- Grammaticallity
- Anomaly
- Ambiguity
- Meaning
- Appropriateness

Grammaticality is concerned with judging whether the sentences are acceptable or not. Anomaly is concerned with rejecting the sentence the little pie with mud eyes was making a blue girl as meaningless. Amibiguity is concerned with realizing the alternate meanings of sentence like I want to read the book at the library but it wasn't open yesterday,. Meaning has to do with our ability to understand sentences. APPROPRIATENESS is meant the intuition in judging the social implications an possible responses to the following sentences:

a. I wonder if you could heat the coffee.

b. Can you heat the coffee ?

c. Thiis coffee sure is cold !

d. Don't you know I always expect you to heat the coffee ?

e. Cold again !

Another opinion about grammar is given by stork and Widdowson (1974: 17) that says:

> "Grammar is a term often used by linguisticts to refer both to the structures of words and their arrangement in sentences. These are Morphology which is concerned with the way in which words and meaningful element are constructed and within the grammatical system of a language and syntax, which deals with the combination of units such as words into phrases, clauses and sentences."

Hornby (1974: # 75) says that:

"Grammar is a study or science of rules for the combination of words into sentences (syntax), and the forms of words (mofprhology)."

Kridalaksana (1982: 51) says that;

"Grammatika adalah subsistem dalam organisasi bahasa dimana satuan-satuan bermakna bergabung untuk membentuk satuan-satuan yang lebih besar. Secara kasar, grammatika terbagi atas morfologi dan sintaksis, dan terpisah dasri fonologi, semantik dan leksikon.

From the explanation above it is seen that the pattern of a language is in its grammar rather than in its vocabulary. Grammar is a study of words and their functions and in its wider sense, it may include phonology (pronunciation), syntax (the relation of verv to other word in phrases, clauses and sentences), morphology (inflection form), and semantics (meaning of wors). In its beroader sense grammar refers to statements about the regularities in language.

Richards (1985: 125) looks at grammar as

"a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language."

In generative transformational theory according to Richards grammar is

"a set of rules and an lexicon which describes the knowledge (competence) which a speaker has of his her language."

In the previous explanation it is questioned about what we need grammar for. We need grammar - a set of rules that relate ordered sound sequence the meanings - in order to communicate underlying propositions compactly and effiently. Not only this, we must also communicate socially appropriate messages. Take forexample the sentence

(1) Heat the coffee

This sentence is not just a paraphrase of

(2) I, who am speaking, command you, whom I am addressing to do something which will cause the particular coffee, of which you are aware, and which is not at prtesent in a state of appropriate high temperature for coffee, to become in that state.

Utterance perform Pragmatic functions - that is to say, they not only convey semantic propositions, but they are used in interpersonal settings to fulfill various social functions. Heat the coffee is not only an imperative, but it is a certain kind imperetive, with is own shades of interpersonal meaning. A variety of surface constructions can communicate the meaning of the sentence (2) while

also communicating the attitude of speaker to listener ;

(a) I wonder if you could heat the coffee.

(b) Can you heat the coffee ?

(c) This coffee sure is cold !

(d) Don't you know I always expect you heat the coffee ?

(e) Cold again !

The sentence above are not imperative in grammatical form, but they communicate imperative intent. English speaker know that the answers below although they are syntactically and semantically correct, they are not pragmatically appropriate

(a1) So do I

(b1) Yes

(c1) So it is

(d1) Uh-huh

Because we are able to use language appropriately in social interactions as well as grammatically and meaningfully, out knowledge of language must also include pragmatic rules. In other words many type of knowledge interact in the use of language.

2.2. Listening

When we listen to speech in our own language, it seems that there are strings of separate sounds that form into words and sequences of words that form into phrases and sentence. When we listen to speech in a language we do not know, it seems like an undivided stream of sounds. The mapping between sounds and meaning are complex indirect.

Stored knowledge is necessary for segmentation of utterance and for interpretation of speech. Comprehencion cannot take place unless the speaker and the listener know the same language. Slobin (1039: 36) gives three overlapping problems to be considered in the reception and storage of speech :

1. Perception
2. Comprehension
3. Memory

Preception is concerned with what happens to sentences while we are listening to them. Comprehension is about how we store the information we receive through speech.

According to Sloping when listens to speech he will covert a flowing sequence of sounds into an interpretable message. Most of the experimental evidence

he says suggests that the listener carries out an ongoing clause-by-clause analysis of speech input, dropping exact wording from memory almost as soon as meaning is retrieved. What remains in the listener's memory is a set of 'underlying propositions along with some idea of what effect the speaker intended to produce by the transmission of those proposition. The listener is actively constructing an internal representation of the input, from the phonological level to level of meaningful elements to the level of combination of meaningful elements resulting in interpretation of the message.

The perception and the memory expreiments show that clauses and sentences play a key role in the ongoing segmentation of speech into interpretable underlying structures. Slobin given an exampel from Caplan (1972) experiment. Caplan studied the ability of listeners to recognize whether or not a given word had been heard in a preceding sentence. The listener would hear sentences

(1) When the sun warms the earth after the rain clouds soon disapperor

(2) When a high-pressure front approaches rain clouds soon disapper.

Caplan found that is easier to read (2) than (1) because the two lines of (2) correspond to two linguistic clauses, while the word rain is really part of the first clause in (1) This experiment according to Slobin shows that one tries to break linguistic input into clauses. Caplan's subjects heard the word rain immidiately after listening to 1 or 2 and had to find out whether that word had occurate in the senterce since rain is part of the last clause in (2) and is part of the first clause in (1), response time is slower and recognizing that rain had occured in 91) than in (2).

In the above discussion the writer mentioned that the mapping betwen sounds and meaning are complex and indirect. When we talk of the meaning of an utterance, we could refer as what Brown and Yule (1987 : 56) says to the literal meaning of the words combined in a particula structure or the speaker's intendedmeaning which is what the speaker intended to convey by .Utterin those words. Literalmeaning is related to which 'words' are actually uttered. It is based on the text of what it is said speaker's intended meaning will rely on to some extend on the words utterd, but we will also need to take many aspects of the context into consideration.

The distinction between 'literal meaning' and 'speaker's intended meaning' must be kept in mind when we are talking about listening comprehension. Speakers are not expected to present in words everything they intend to communicate. Speakers will expect listeners to have some background knowledge of the way the word is and be capable of making reasonable inferences on the basis of this knowledge. So when a listener finds an utterance like :

> The car turned round the corner and he couldn't see what was coming.

there is no literal assertion of the fact that this car had a driver. In order to understand who he is, the listener has to fill in this gap in the literal message. The listener then is constructing his interpretation of what the speaker intended to convey.

2.2.1. Listening Comprehension

What does it mean to understand something that somebody has said. In EFI teaching it is often seemed that it means that the listener can repeat the text. It also means that if he could learn the text as he heard it, he would be said to have understood it. He could then

demonstrate this by matching chunks of the teks he has learned to questions which contain part of the text and require the addition of the immediately preceding piece of text to answer them. Another requirement is that the student should be able to resolve anaphoric reference and determine which male character, priviously mentioned, a particular expression, HE, refersd to.

Nunan (1991) gives an account of the nature of listening comprehension. According to him Anderson and Lych (1988) distinguish between

- Reciprocal listening
- Non-Reciprocal listening

Reciprocal listening refers to those listening tasks where there is the oppurtunity for the listener to interact with the speaker, and to negotiate the content of the interaction. Non-Reciprocal listening refers to tasks such as listening to the radio or a formal lecture where the transfer of information is in one direction only-from the speaker to the listener. Anderson and Lynch pointed out the complexity of listening comprehension by saying that the listener has to simultaneously integrate the following skills :

- Identify spoken signal from the midst of surrounding sounds

- Segment the stream of speech ointo words;
- Grasp the syntax of the utterance (s);
- (in interactive listening) formulate an appropriate respons.

The, above skills are the same as what is mentioned by Slobin (1979). Slobin says a listener's task is rapidly convert a flowing sequence of sounds into an intopretable message, and that the listener in listening to an utterance is actively constructing an internal representation of the input, from the phonological level to the level of meaningful elements resulting in interpretation of the message.

Nunan further points out that according to Anderson and Lynch beside the above skills, the listeners also ought to have command a range of non-linguistic knowledge and skills. These are :

- Having an appropriate purpose for listening
- Having appropriate social and cultural knowledge and skills
- Having the appropriate background knowledge.

Regarding the important of background knowledge, Anderson and Lycnh record an anecdote. The anecdote goes like this: An old woman, passing one of the authors in the street, said 'That's the university. It's going to rain

tomorrow. 'The listener was interpret the utterance. Then the old lady drew the listener's attention to a bell ringing in the distance. The author was then able to get to the meanings behind the words. The following information is what he need to draw his attention on :

General factual information :

- 1. Sound is more audible than upwind
- 2. Wind direction may affect weather conditions

Local factual information :

- 3. The University of Glasgow has a clock tower with a bell

Socion-cultural knowledge :

- 4. Strangers in Britain occasionally refer to the weather to 'oil the wheels' of social life.
- 5. a polite comment froom a stranger usually requires a response

Knowledge of content :

- 6. The conversation took place about half-a-mile from the University of Glasgow
- 7. The clock tower bell was just striking the hour.

From all these various sources of knowledge, the listener was able to conclude that the old lady was drawing his

attention to the fact that the winds was blowing from a direction which brought with the threat of rain. The change of the wind derection was signalled by the sound of the university clock tower. Another thing which is also important is the fact that the lady is makin a socially comment to a stranger about the weather but which is done in a rather idiosyntractic way. From the illustration above we can concluded that other people say.

Nunan also gives the classification of listening according the Richards (1987a). According the Richards as is reported by Nunan, there are two kinds of listening :

- Conversation listening
- Academic listening

Conversation listening refers to listening to casual speech. Academic listening refers to listening to lectures and other academic presentations. The abilities involve in Conversational listening are as follows :

- retain chunks of language of different lengths for short periods
- discriminate among the distinctive sounds of the target language
- recognize the stress patterns of words
- recongnize the rythmic structure of English

- recongnize the functions of stress and intonation to signal the information structure of utterances.
- identify words in stressed and unstressed positions
- recongnize reduced forms of words
- distinguished word boundaries
- recongnize typical words order in core conversational topics
- detect key words (i.e those whic indentify topics and propositions
- guess the meaning of words from the contexts in which they occur
- recongnize grammatical word classes (parts of speech
- recongnize major syntactic patterns and device
- recongnize elliptical forms of grammatical units and sentences
- detect sentence constituents

Academic listening involves the ability to :

- identify purpose and scope of lecture
- identify topic of lecture and follow topic development

- identify relationships among units within discoure (for example major idea, generalizations, hypotheses, supporting ideas, examples)
- identify role of discoure markers in signalling structure of lecture (for example conjunctions, adverbs)
- infer relationships (for example cause, effect, conclusion)
- recognize key lexical items relating to subject/topic
- deduce meanings of words from context
- recognize markers of cohesion
- reconize function of intonation to signal information structure (for example pitch, volume pace, key)
- detect attitude of speaker toward subject matter

If we look at the above lists we can see that the first list has a set of enabling microskills which learners can use in any listening task. If we can summarise those points we co see that a succesful listening involves the following points :

- Skills in segmenting the stream of speech into meaningful words and phrases

- Recognising word classes
- Relating the incoming message to one's background knowledge
- Identiflying the rhetorical and functional intent of an utterance or parts of an aural text
- Interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone
- Extracting gist/essential information from longer aural texts without necessarily understanding every word.

CHAPTER III

THE PRESENTATION AND THE ANALYSIS OF DATA

3.1. PRESENTATION OF DATA

The data were collected from English Departemen's students at the Faculty of Letters Hasanuddin University. There were thirty five students taken as respondents.

To get the data about the studenst's knowledge of English grammar, the writer used the multiple choice test. And for the listening comprehension's data, the writer got by recording a cassette in English. From the cassette the students would hear a short statements. The statements will be spoken twice. So the students have to listen carefully to understand what the speaker says. After they hear the statements, they have to read four sentences in their test, marks (A), (B), (C), .(D), and decide which one is closet in meaning to the statement they heard.

The total scores are 35. The score are classified in to five levels; namely 5, 6, 7, 8, and 9. Students whose score are 30 to 35 get 9 and is considered excelent. Students whose scored are 18 to 23 get 7 is considered average. Whereas students scores students scores

12 - 17 get 6, and is considered below average. Studensts whose scores are below get 5, and is considered bad.

The following presentation is the presentation of the listening data only. The writer present the listening data only because she wants to show what or how students perceive sounds as meaningful message, how they determine what a sentence means. The answer with an asterik is the right answer.

QUESTIONS	Number of studenst
1. He ate too much	
a. Two of them ate	6
b. He overate	16 *
c. He was late of lunch	4
d. It was much too hot.	4
2. In the springtime I enjoy taking long walks in the rain.	
a. It took walk down the lane	2
b. It took me a long time to fix the drain	4
c. I enjoy looking st wet rocks	1
d. I like walking in spring rains	15 *

3. It you cannot finish this assigment, please let me know no later than Thursday.
   a. Tel me by Thursday if you're unable to to finish 5 *
   b. Please help me finish painting this again 6
   c. I'll accept no excuses for absences on Thursday 15
   d. You'll need more than a liter of water 2

4. Robert's outside washing the wondow.
   a. He's been going in and out 2
   b. He warned him to watch out –
   c. He's winding his watch –
   d. He's cleaning the window 17 *

5. Our classes ore over the week after next
   a. Our classes finish las week 1
   b. We haven't been to class in over a week 3
   c. Our classes and in two weeks 1 *
   d. We will go back to class the end of next week 19

6. If you already have a stamps, There's no need to wait in line.
   a. Please draw a neat line 11
   b. Go a head if you have a stamps 8 *
   c. Are you ready to go ? 5
   d. Can you explain why you left ? 5

7. We could't hear the singers when we sat in the balcony.
   a. From the balcony it was har to hear the singer 3 *
   b. The singer were sitting together in the balcony 3
   c. We sat here because there were no balcony seats 5
   d. When we heard them, they were singing in the balcony 10

8. We can fit one more book into the box, can't we ?
   a. This box can hold more books than that one 5
   b. Can this box fit in with the others? 5
   c. We can't find the other box of books 15
   d. Can't we put another book into the box ? 2 *

9. I'd think twice about it
   a. He eyed we need ink 5
   b. I think we need ice 15
   c. I'd reconsider 6 *
   d. He thanked me again 3

10. Cat's aren't allowed in dermitory rooms
   a. You cannot keep a cat in your room 20 *
   b. Hats cannot be worn in the dormitory 7

c. It's again regulation to fly kites 5

d. Noisy pets should be kept outside 3

11. The airplance cruised just above the cloud level

a. The crew enjoyed the flight 5

b. The air was calm above the clouds 5

c. The clouds formed at high levels 10

d. The airplane flew river the clouds 10 *

12. Alice Jet Jean answer the question

a. Alice answered Jean's question 20

b. Alice allowed Jean to respond 3 *

c. Jean's response was questionable 2

d. Alice accepted the answer 2

13. The usher made the man who didn't have a ticket leave the theater

a. The usher left the teater with the man 2

b. The usher took the man's ticket as he entered the theatre 20

c. The man had to leave the theater 2 *

d. The man bought is ticket at the theater 5

14. Under the desk you'll find a telephone directory

a. There is directory beneath of desk 6 *

b. You can phone directly the deks 5

c. Directions for using the telephone are on the desk 8

d. You will find a telephone on the other disk 5

15. In American industrul, there is still relatively little job

a. Amercan workers tend to stay in one job 3 *

b. The mob moved very slowly 5

c. Crop dusting jobs in American are few 5

d. Their relatives live in a mobile home 15

16. Never have I been so disappointed

a. I have never been disappointed 20 *

b. I was more disappointed than ever before 5

c. Disappointments don't bother me 5

d. Disappointments never last long 5

17. I used to travel alot more.

a. I usually I enjoy travelling 6

b. I'm not accustomed to travelling 2

c. I' use it moslty when when a go away 15

d. I take fewer trips now 2 *

18. The scientist's dicovery changed the course of histoy

a. The scientist had some new ideas about theaching history 2

b. After the scientist discovery, the world was never the same again 4 *

c. He made some discoveries about the history about science 6

d. The scientist taught history for a change 15

19. He overlooked the typing errors

a. He typed the letters over 2

b. He ignored the typing mistakes 2 *

c. He looked over the typist's errors 20

d. He look the typing course again 5

20. You know what to do if there's problem ?

a. He knows about your probolm 5

b. How did you find out about the trouble? 8

c. Can you take care of any difficulties? 5 *

d. There are homework problem due to day. 10

21. Take a right on Main Street.

a. The writer book is titled Main Street 15

b. Turn right at Main Street 7

c. We're going straight to maine 2

d. They took a ton of rye bread –

22. The man who owns this boat must have a lot of money

a. The boat owner must be rich	15 *
b. This man must be the owner	4
c. Those man are both rich	5
d. The boat has a monkey on it	5

23. The visitor asked where the admission office was

a. They taled to the officer	5
b. They needed permission	6 *
c. They wanted directions	9
d. They opened the office	10

24. He can't do this work without a calculator

a. He has never used a calculator in his work	3
b. He can work better without a calculator	3
c. He is working with a new calculator	2
d. He needs a cao leave the theater	2 *

25. She plays golf every other weekend

a. She went to the last week	3
b. She plays golf every two weeks	20 *
c. She enycys going to plays	3
d. She's too weak to play golf	3

26. John's from New York

a. I didn't know John was from New York	15 *
b. Is John in New York ?	8
c. Isn't John your new friend ?	5
d. I knew your firend John	5

27. We'll return later on

a. We'll come back again	15 *
b. We'll return the ladder.	12
c. We'll turn the light on.	3
d. We'll repay your later.	-

28. Marvin's afraid of dogs

a. Marvin doesn't like fog.	3
b. The doves and hogs are Marvin's	7
c. Dogs scare Marvin	18 *
d. Marvin helpls at the docks	2

29. Must you leave us so soon ?

a. Do you have to go already	10 *
b. Must you chew these carefully ?	15
c. Do you have to live close to us ?	3
d. Do you see Venus by the moon ?	2

30. Susan painted that picture herself

a. Susan drew that self-potrait	7
b. The painting was done by susan	15 *
c. That picture looks like susan	-
d. Susan painted only that picture	3

31. Nobody has to show me how to do that

a. Nobody can do that except to me	-
b. I don't have to show anybody	15
c. Some one teach me to do that	5
d. I know how to do it	5 *

32. Five days of hard rain washed away many seeds the farmer had to replant his field.

a. The rain was beneficial to the farmen	3
b. The farmer had a succesful season	15
c. The seeds grew well after five days of rain	5
d. The rain made more work for the farmer	10 *

33. History is easy, especially for Ellen

a. Ellen's specially is history	12
b. Ellen find history	5 *
c. Ellen is good at all subjects, especially history	8
d. Ellen enjoys reading his history	10

34. Linda greeted her friends at the door

a. She saw her friends at the store	15	
b. She sent them on their way	5	
c. She met them on their way	10	*
d. She drank a toast to their health	3	

35. Why doesn't Bill consult with his advisor before starting the project.

a. I'm curius to know why Bill hasn't been consulted	–	
b. I think Bill should talk to this advistor	10	*
c. I'm interested in his advistor's projections.	8	
d. I wonder if Bill is finished with his research.	12	

The data of the scores of grammar test can be seen as follows.

Tabel 1

The scores of grammar test

Students	raw score	Standard scire	Classification				
			Excellent	Good	Average	Below Average	Bad
1	2	3	4	5	6	7	8
1	23	7			X		
2	29	8		X			
3	12	6				X	
4	33	9	X				
5	21	7			X		
6	11	5					X
7	14	6				X	
8	20	7			X		
9	25	8		X			
10	09	5					X
11	18	7			X		
12	27	8		X			
13	19	7			X		
14	31	9	X				
15	22	7			X		
16	28	8		X			
17	25	8		X			
18	13	6				X	
19	21	7			X		
20	26	8		X			
21	19	7			X		
22	32	9	X				
23	15	6				X	
24	25	8		X			

continued.....

Students	raw score	Standard scire	Classification				
			Excellent	Good	Average	Below Average	Bad
1	2	3	4	5	6	7	8
25	22	7					
26	08	5			X		
27	34	9	X				X
28	17	6					
29	29	8				X	
30	14	6		X			
31	18	7				X	
32	30	9	X				
33	20	7					
34	23	7			X		
35	10	5			X		
							X
Total.....			5	8	12	6	4
Total percentage....			14,28 %	22,85%	34,28 %	17,14 %	11, 42 %

Tabel 1 above chows that the percetage of the studenst of grammar shows :

5 students (14,28 %) are classified as excellent;

8 students (22,85 %) are classified as good;

12 students (34,28 %) are classified as average;

6 students (17,14 %) are classified as below average;

and

4 students (11,42 %) are classified as bad.

The above shows that the stunden's knowledge of grammar are good. This shown by the 14,28 % of the student classified as excellent., 22,85 % of the student classified as good, 34,28 % of the student classified as average. This means that more than a half of the students have good grade, or more even almost 75 % of the students have average up.

Tabel 2

The scores of listening comprehension test

Students	raw score	Standard scire	Classification				
			Excellent	Good	Average	Below Average	Bad
1	2	3	4	5	6	7	8
1	13	6				X	
2	19	7			X		
3	10	5					X
4	25	8	X			X	
5	14	6					
6	08	5					X
7	12	6				X	
8	20	7			X		
9	26	8		X			
10	07	5					X
11	15	6				X	
12	25	8		X			
13	25	8		X	X		
14	29	8		X			
15	20	7			X		
16	17	7			X		

continued.....

Students	raw score	Standard scire	Classification				
			Excellent	Good	Average	Below Average	Bad
1	2	3	4	5	6	7	8
17	21	7					
18	27	5			X		
19	18	9		X			
20	22	6			X		
21	18	8			X		
22	28	6		X			
23	11	7					X
24	16	9	X				
25	21	7				X	
26	19	7			X		
27	23	7			X		
28	27	8			X		
29	28	8		X			
30	13	6		X			
31	12	6				X	
32	31	8				X	
33	10	5		X			
34	24	8					X
35	20	7		X			
Total.....				11	12	7	5
Total percentage....			-	31,42%	34,28 %	20 %	14, 28 %

It can be seen from the data above that there is no student gets excellent, 31,42 % of the student ge good. 34,28 % of the student ge average, 20 % of the student get below average, 14,28 % of the student get bad. This table show that the listening comprehension of the students are good too, because there are 65,7 % of the student ge good of average, and only 34,28 % of the students are classified as below and bad.

Tabel 3
The Scores of Grammer and Listening
Comprehension Test

Students	Scores	Standard Scores	Classification Grammar					Students	Scores	Standard Scores	Classification Listening				
			Exellent	Good	Average	Below Average	Bad				Exellent	Good	Average	Below Average	Bad
1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
1	23	7			x			1	13	6				x	
2	29	8		x				2	19	7			x		
3	12	6				x		3	10	5					x
4	33	9	x					4	25	8		x			
5	21	7			x			5	14	6				x	
6	11	5					x	6	8	5					x
7	14	6				x		7	12	6					
8	20	7			x			8	20	7			x	x	
9	25	8		x				9	26	8		x			
10	9	5					x	10	7	5					x
11	18	7			x			11	15	6				x	
12	27	8		x				12	25	8		x			
13	19	7			x			13	25	8		x			
14	31	9	x					14	29	8		x			
15	22	7			x			15	20	7			x		
16	28	8		x				16	17	7			x		
17	25	8		x				17	21	7			x		
18	13	6				x		18	27	8		x			
19	21	7			x			19	18	7			x		
20	26	8		x				20	22	7			x		

1	2	3	4	5	6	7	8
21	19	7			x		
22	32	9	x				
23	15	6				x	
24	25	8		x			
25	22	7			x		
26	08	5					x
27	34	9	x				
28	17	6				x	
29	29	8		x			
30	14	6				x	
31	13	7			x		
32	30	9	x				
33	20	7			x		
34	23	7			x		
35	10	5					x
Total			5	8	12	6	4
Total Percentage			14,28 %	22,85%	34,28 %	17,14%	11,42%

1	2	3	4	5	6	7	8
21	13	7			x		
22	23	3		x			
23	11	5					x
24	16	6				x	
25	21	7			x		
26	19	7			x		
27	23	7			x		
23	27	8		x			
29	28	8		x			
30	13	6				x	
31	12	6				x	
32	31	8		x			
33	10	5					x
34	24	3		x			
35	20	7			x		
Total			–	11	12	7	5
Total Percentage				31,42%	34,28 %	20%	14,28%

3.2. ANALYSIS OF DATA

This part is concerned with analysis of the data obtained. The analysis is aimed at finding out the relation between knowing grammar and listening comprehension. In this case the writer uses Chi-square test (X_D^2) which aims to know whether there is a relation between two independent variabels like grammar and listening comrehension.

The Chi-square test is:

$$X^2{}_D = \sum_{i=j}^{R} \sum_{i=i}^{C} (O_{ij} - E_{ij})^2 / Eij$$

Where,

O_{ij} = observer frequency

E_{ij} = desired frequency

$$= \frac{(n_{io} - n_{oj})}{N}$$

n_{ij} = the quantity till i row

n_{ij} = the quantity till j colum

$N = \Sigma n_{io}$ or Σn_{oj}

Criteria test is if X_{d2} at signifiance level @ = 0,05 with there is a realition, and if X_{d2} Σ X_{t2}, there is no relation.

To know the relation bertween one factor with the other factor, it is used C contingent coeficient with the formula is as follow:

$$C = \sqrt{\frac{X_d^2}{X_d^2 + N}}$$

In order the C value obtained can be used to measure association degree between two factors, then the C value should be compared with the maximum contingent coefficient occured. The C_{max} value by using this formula below:

$$C_{max} = \sqrt{\frac{m - 1}{m}}$$

Where m - is the minimum value between row and column (namely the minimum value of the quantity of rows or columns).

The more nearer C to C_{max}, the bigger the association degree between factors. In the other word, the one factor is more correlated with the other factor.

3.2.1 THE RELATION BERTWEEN KNOWING GRAMMAR AND LISTENING COMPREHENSION

To know whether there is a relation between knowing grammar and listening comprehension, the writer uses, the above formula. To be easy to see the relation between knowing grammar and listening comprehension data, the writers prepare table 3. The result of the data, then are written down in R X C contingent list below.

*	I	II	III	IV	V	Σ
I		4 1,57	1 1,71	0 1,00	0 0,71	5
II		3 2,51	4 2,74	1 1,60	0 1,14	8
III		2 3,77	5 4,11	4 2,40	1 1,71	12
IV		2 1,88	0 2,06	2 1,20	2 0,86	6
V		0	2	0	2	4
Σ		11	12	7	5	35

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
Row 2 column 4 shows that	1 student get good in grammar and average in listening.
Row 2 column 5 shows that	no student get good in grammar and in the listening.
Row 3 column 2 shows that	2 students get average in grammar and average in the listening.

- Row 3 column 4 shows that	4 students get aferage in grammar and below average in listening.
- Row 3 column 5 shows that	1 student get average in grammar and bad in listening.
- Row 4 column 2 shows that	that 2 students get below average in grammar and good in the listening.
- Row 4 column 3 shows that	no student get below average in grammar and average in listening.
- Row 4 column 4 shows that	2 student get below average in grammar and below average in listening.
- Row 4 column 5 shows that	2 student get below average in grammar and bad in listening.
- Row 5 column 2 shows that	no student get bad in grammar and good in listening.
- Row 5 column 3 shows that	2 studenst get bad in grammar and average in listening.

- Row 5 column 4 shows that not student get bad grammar below average in listening.
- Row 5 column 5 shows that 2 studensts get bad in grammar and in listening.

If we pay attention to table 3 we see that out the five students who get excellent for grammar only 4 students get good for listening. May be this student has a problems in retaining chunks of language of different lengths for a short period. Or the knows the grammar but he finds it difficult to recognise the vocabulary used in the sentences he hears.

As far as the four student are concerned, they are excellent in grammar but just good in listening because there two skills are different. In listening a lot of aspects are involved. According to Slobin the listener has a set of heuristics or operating principles that he used to construct the best guess of what and utterance means while listening to it. This probably lacking in the four students.

Of the students who got good in grammar and who are supposed to be at listening too, only six students are good at listening. The two students might probably have the same problems as the one who got excellent but average in listening.

Table 3 also shows the 12 students who got Average for Grammar, 2 got good, 5 got Average, 4 got Below Average and 1 got bad. If we look at the score there 12 students got for Grammar and Listening, we can take a conclusion that there is no relation between knowing grammar and being good at listening. Here the writer have to agree with Slobin that at every step the listening of the input he got, from the phonological level of combination of meaningful elements resulting in interpretation of the message.

What is surprising from Table 3 is that out of the 4 students who got BAD for Grammar, 2 got everage for listening. This might be probably caused by the fact that the two students has internalized the grammar without knowing the rules. Because in listening knowing grammar is not the only ability required.

While,

$$E_{ij} = (n_{io} - n_{oj})/ N$$

- I ..... $E_{12} = (5 \times 11)/35 = 1,57$

$$E_{13} = (5 \times 12)/35 = 1,71$$

$$E_{14} = (5 \times 7)/35 = 1,00$$

$$E_{15} = (5 \times 5)/35 = 0,71$$

- II ..... $E_{22} = (8 \times 11)/35 = 2,51$

$E_{23} = (8 \times 12)/35 = 2,74$

$E_{24} = (8 \times 7)/35 = 1,60$

$E_{25} = (8 \times 5)/35 = 1,14$

- III ..... $E_{32} = (12 \times 11)/35 = 3,77$

$E_{33} = (12 \times 12)/35 = 4,11$

$E_{34} = (12 \times 7)/35 = 2,40$

$E_{35} = (12 \times 5)/35 = 1,71$

- IV ..... $E_{42} = (62 \times 11)/35 = 1,88$

$E_{43} = (6 \times 12)/35 = 2,06$

$E_{44} = (6 \times 7)/35 = 1,20$

$E_{45} = (6 \times 5)/35 = 0,86$

- V ..... $E_{52} = (4 \times 11)/35 = 1,26$

$E_{53} = (4 \times 12)/35 = 1,37$

$E_{54} = (4 \times 7)/35 = 0,80$

$E_{55} = (4 \times 5)/35 = 0,57$

From the data above we get

$$X_d^2 = \sum_{i=1}^{5} \sum_{j=1}^{4} (o_{ij} - E_{ij})^2/E_{ij}$$

$$= \frac{(4-1,56)^2}{1,57} + \frac{(1-1,71)^2}{1,71} + \frac{(0-1,00)^2}{1,00} + \frac{(0-0,71)^2}{0,71} +$$

$$\frac{(3-2,51)^2}{2,51} + \frac{(4-2,74)^2}{2,74} + \frac{(1-1,60)^2}{1,60} + \frac{(0-1,14)^2}{1,14} +$$

$$\frac{(2-3,77)^2}{3,77} + \frac{(5-4,11)^2}{4,11} + \frac{(4-2,40)^2}{2,40} + \frac{(1-1,71)^2}{1,71} +$$

$$= \frac{(2-1,88)^2}{1,88} + \frac{(0-2,06)^2}{1,71} + \frac{(2-1,20)^2}{1,20} + \frac{(2-0,86)^2}{0,86} +$$

$$= \frac{(0-1,26)^2}{1,26} + \frac{(2-1,37)^2}{1,37} + \frac{(0-0,80)^2}{0,80} + \frac{(2-0,57)^2}{0,57} +$$

$$= 22,218 = 22,22$$

So $X_d^2 = 22.22$

With = 0,05?and df = (5-1(4-1) =12, got X_x^2 = $X_0^2 95(12) = 21,0$. Then we compare $X_d^2 > X_t^2$ = 22,22 > 21,0. This seem that there is a relation bettween knowing grammar and listening comprehension.

How about their relation degree. It can seen by using the formula below:

$$C = \sqrt{\frac{X_d^2}{X_d^2 + N}} \qquad C_{max} = \sqrt{\frac{m-1}{m}}$$

$$= \sqrt{\frac{22,22}{22,22 + 35}} \qquad = \sqrt{\frac{4-1}{1}}$$

$$= 0,62 \qquad = 0,866$$

Because of the C value is very close to C_{max}, then the relation of knowing and listening comprehension is big enough.

$$\frac{(3-2,51)^2}{2,51} + \frac{(4-2,74)^2}{2,74} + \frac{(1-1,60)^2}{1,60} + \frac{(0-1,14)^2}{1,14} +$$

$$\frac{(2-3,77)^2}{3,77} + \frac{(5-4,11)^2}{4,11} + \frac{(4-2,40)^2}{2,40} + \frac{(1-1,71)^2}{1,71} +$$

$$= \frac{(2-1,88)^2}{1,57} + \frac{(0-2,06)^2}{1,71} + \frac{(2-1,20)^2}{1,20} + \frac{(2-0,86)^2}{0,86} +$$

$$= \frac{(0-1,26)^2}{1,26} + \frac{(2-1,37)^2}{1,37} + \frac{(0-0,80)^2}{0,80} + \frac{(2-0,57)^2}{0,57} +$$

$$= 22,218 = 22,22$$

So $X_d^2 = 22.22$

With = 0,05?and df = (5-1(4-1) =12, got X_x^2 = $X_0^2 95(12) = 21,0$. Then we compare $X_d^2 > X_t^2$ = 22,22 > 21,0. This seem that there is a relation bettween knowing grammar and listening comprehension.

How about their relation degree. It can seen by using the formula below:

$$C = \sqrt{\frac{X_d^2}{X_d^2 + N}} \qquad C_{max} = \sqrt{\frac{m-1}{m}}$$

$$= \sqrt{\frac{22,22}{22,22 + 35}} \qquad = \sqrt{\frac{4-1}{1}}$$

$$= 0,62 \qquad = 0,866$$

Because of the C value is very close to C_{max}, then the relation of knowing and listening comprehension is big enough.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 CONCLUSION

To complete this writing, and having analysed the data, the writer would like to draw conclution as follows:

- When we learn a language, we learn sounds used in that language, the basic units of meanings, such as words, and the rules to combine these to form new sentences. The elements and rules constitute the grammar of a language.
- Grammar of language can help us how to use a language properly.
- The process of listening includes of hearing, perception, evaluation, response and visual cues.
- There is a relation between knowing grammar and listening comprehension, because the central vacus of the two factors are human being. In speaking people put ideas into words, feeling and intentions they want other people to grasp. In listening, they turn words into ideas, try to reconstruct the perceptions, feelings, and intentions the were.

meant to grasp. If a linguists wish to describe a language, they attempt to describe the grammar of the language which in mind of its speaker. There may of course be some differences between the knowledge that one speaker had and that of another. So, they must be shared knowledge because the grammar which makes it possible for speakers to talk to and undestand one another.

- The conclusions above are supported by the result of the writer's research, that is:

  * There is a relation between knowing grammar and listening comprehension. This is shown by using the Chi-Square test with $\alpha = 0,05$, the writer finds that $X_d^2 > X_t^2$ or 22,22 > 21,0, as a sign that there is a relation between knowing grammar and listening copmprehension.

  * The students knowledge in grammar is good. This proved by 5 (14,28%) of the students got excellent, 8 (22,85%) of the students got good, 12 (34,28%) of the students got average, and only it is about 10 (28,56%) got below average and bad. The student's listening comprehension is good to. This is shown by 23 (65,70%) of the

students got good and average and there is no student got excellent. Where as the students who got below average and just 12 (34,28%).It means that more than half of the students have good grade, or more even almost 75% the students have average up.

4.2 SUGGESTION

Based on the result of this research, the writer would also like offer some suggestion as folows:

- The first step, if we want to study and use a language properly, it is very important to study grammar of a laguange.
- We can improve our knowledge of grammar by dilligen reading grammar's books and try to use it in conversation.
- The language laboratory is very important and play a very effective role for the students to develop their listening.
- Finally, the write realized that this writing is still far from complete. However, she hopes that this is useful to whoever reads it.

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