

CHAPTER IV

RESULTS

This study aimed to examine the students' overall English listening achievement, the students' English listening achievement in each listening type, and the relationship between students' overall English achievement, based on the NT score in English, and their English listening achievement.

This chapter reported the findings that were obtained from an examination of the data collected in this study. Summary of the findings and detailed description of results were discussed.

Research Finding One

Research question one is "What is the students' overall English listening achievement?". To show the students' overall English listening achievement, the results were presented in terms of arithmetic mean as illustrated below. The descriptive statistics function of the Computerized Program was used. The scores obtained from both tests, the listening test and the NT, for each student were listed in Appendix K.

Table 1 Arithmetic mean scores of the students' overall English listening achievement

| Descriptive Statistics | | | | |
|------------------------|-----|---------|---------|-------|
| | N | Minimum | Maximum | Mean |
| * Percentage | 168 | 16.00 | 96.00 | 73.88 |
| Valid N (listwise) | 168 | | | |

Note Percentage refers to percentage of 25 questions answered correctly.

It was found that the average score of the students' English listening achievement was 73.88. Comparing with the listening criterion benchmark of (Wongsothorn, 2001 as cited in Sreejai, 2004, p. 48), their listening achievement was considered to be at a good level.

Research Finding Two

Research question two is "What is the students' English listening achievement in each listening type?".

The descriptive statistics function was used to show the finding of this research question. The result was presented in Figure 1.

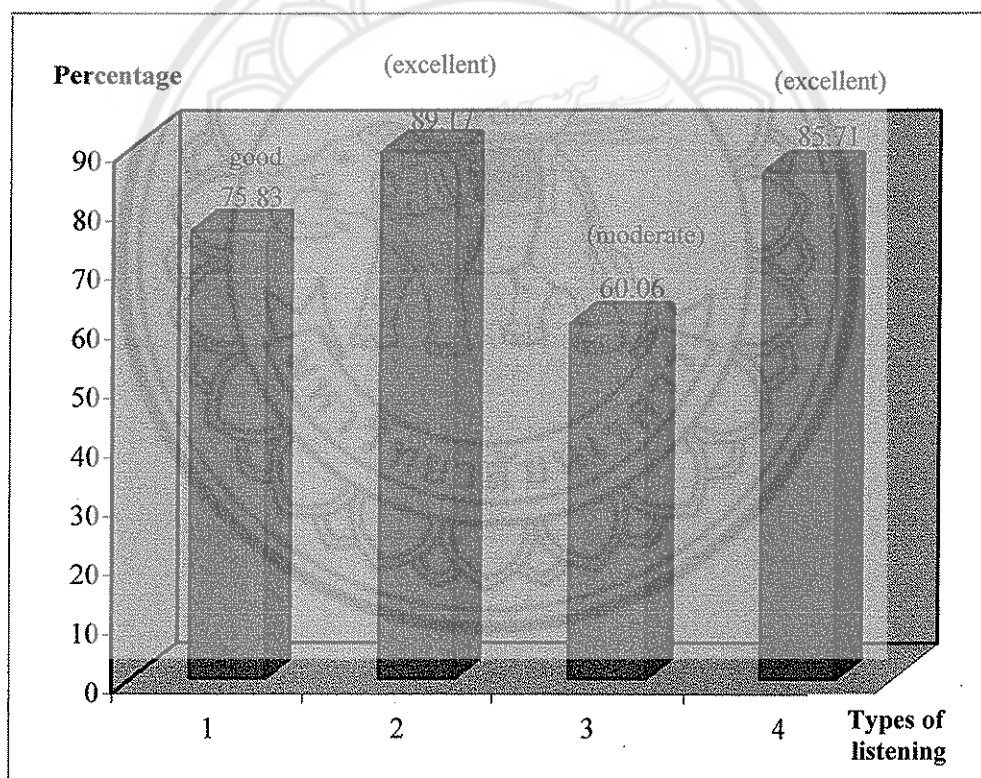


Figure 1 Arithmetic mean scores of students' English listening achievement in each listening type

Note 1 = listening to monologues.

2 = listening to sentences.

3 = listening to conversations.

4 = listening to meaning of signs.

The students had the highest achievement in listening to sentences, 89.17 percent. Their achievement in listening to the meaning of signs and monologues were 85.71 and 75.83 percent, respectively. Their achievement in listening to conversations was the lowest, 60.06 percent. Comparing with the listening criterion benchmark (Wongsothorn, 2001, as cited in Sreejai, 2004, p. 48), the students' achievements in listening to sentences and meaning of signs were at an excellent level. Their listening achievements in monologues and conversations were at good and moderate levels, respectively.

Research Finding Three

Research question three is "Is there a relationship between students' overall English achievement, based on the NT score in English, and their English listening achievement, and if so, to what extent are the two variables linked?".

The arithmetic mean value of the students' overall English achievement was 48.23. The arithmetic mean value of the students' English listening achievement was 73.88. Figure 2, shown on the next page, illustrated the arithmetic mean values of the students' overall English achievement and listening achievement.

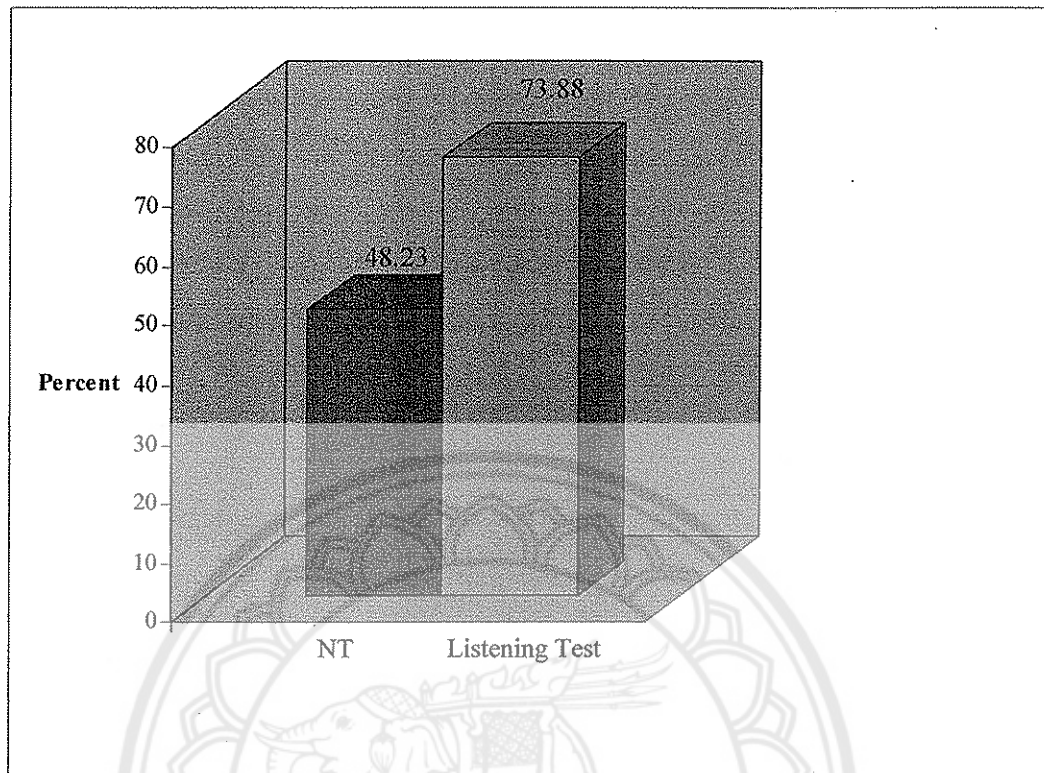


Figure 2 Arithmetic mean scores of the students' overall English achievement and listening achievement

The Pearson correlation was used to find out the relationship between two variables: students' overall English achievement and their English listening achievement. The result was illustrated below.

Table 2 Correlation values between students' overall English achievement, based on the NT score in English, and their English listening achievement

| Correlations | | | |
|---------------------|-------|-----|-----|
| | Mean | r | p |
| NT | 48.23 | .21 | .01 |
| Listening Test | 73.88 | | |

Pearson correlational analysis with students' total NT scores in English and total English listening score revealed that students' overall English achievement, based on the NT score in English, was positively related to their English listening achievement ($r = .21, p < .01$). This means, for the English subject, the higher the NT score, the higher the listening score. In other words, the NT score can predict students' English listening achievement. The discussions on these results were reported in the next chapter.

