

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result and discussion. In this chapter, the gathered data provided in case of answering the research problems in the research. This chapter divided into two big sections, which are research finding and research discussion.

A. Findings

Researchers will conduct research in eleventh grade students of SMAN 1 Beruntung Baru is located Jl.Pendidikan, RT 02 Desa Muara Halayung, Kecamatan Bruntung Baru, Kabupaten Banjar, Kalimantan Selatan.

The data for this research is obtained by conducting the interview toward five selected students to gain students' how is the use of listening team strategy in teaching listening.

Table 3

Interview result

Name	Questions	Student responses
Student (SP) stated	-What do you think about team listening learning strategies - Do you like it -Why - You prefer to study groups or individuals - Did you experience difficulties during the learning	"I better understand learning by learning with groups, discussing and answering questions together. Discussing with friends makes me quite understand again what has been explained by the teacher. In learning is quite active even though sometimes a noisy classroom atmosphere makes it unable to concentrate on learning "
Student (NH) stated		" I prefer group learning, and the group / discussion strategies carried out by the teacher are better and more effective, so they can quickly understand the lesson, and are more active in learning, because

		learning in discussions can more quickly understand the lesson ”
(NAR & MM) Students stated similarly		"The learning that is applied by the teacher is enough to make an understanding of the lesson, although in the group discussion method sometimes it makes learning confusing because of the different opinions of other friends. And sometimes in learning can not be too concentrated because of noise.

Student (MA) stated		"Learning to listen to the team is fun, I am better able to understand the lesson, can exchange opinions with other group friends, and also by studying the group I can be more active and confident in expressing opinions and easy to remember the lessons, although sometimes less focused because of the noisy atmosphere."
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B. Discussion

The data presented here is the result of field research using data mining techniques that have been determined, namely observation, interviews and documentation. The data in this study are presented in the form of a description accompanied by information and have been adjusted to the order of the problems.

1. The teacher's preparation in using the team's listening strategy in teaching listening

In carrying out listening learning in class XI MIA 1, when the teacher conveys the lesson is inseparable from the activities routinely carried out by a teacher before carrying out the learning activities including learning planning activities that are conveyed in the learning implementation plan.

To find out the preparations for implementing the listening team category in listening learning I conducted an interview with teacher N and the interview:

What needs to be prepared before the listening learning process?

"Regarding preparation before carrying out the listening learning process, I prepared several things including, such as learning patterns, then what material will be discussed, what methods are appropriate, so that it is easy to implement and easy to understand so that the learning process is not boring."

Based on the interview above in terms of listening learning preparation is that in learning must prepare learning patterns to be taught, appropriate material, and easy to understand so that learning is not boring.

Based on research interviews in teacher N to determine the subject matter to be taught N said as follows:

"In determining the material taught, follow the teacher's handbook with students' handbooks, and also the material is taken not only from one textbook but also from other textbooks available on material related to what is taught."

Based on the results of interviews with teacher N in determining the listening learning material taught, adjusting to the existing package books. To clarify and increase understanding also use other resources related to the material being taught.

2. Use the listening team strategy in teaching listening

a. Learning steps

Based on interviews with teacher N about how the steps of learning by using the team listening strategy:

"In the steps of learning that is from the process of opening learning, delivering material to be taught, conveying learning objectives, motivating students in learning to be delivered, providing what methods are used, giving an assessment either individually or in groups, providing an explanation of the material to be delivered in discussions, dividing students into 4 groups consisting of 2-8 people in one group with the assignments of each group and must play an active role in ongoing learning, and also provide guidance and direction in discussions that are not yet understood "

Based on the results of the interview above, that the learning steps taken convey the material to be delivered, learn in groups, convey the methods used, provide either individual or group assessments and team recognition, and provide guidance and direction in discussions.

Based on observations in class XI MIA 1 with a total of 24 students, on Tuesday 19 November 2019, teacher learning steps N namely starting from opening learning by saying basmallah, after opening learning the teacher conveys the material to be delivered, conveys

the learning objectives, deliver material to be delivered giving group assignments (discussion). Teacher N forms into 4 groups consisting of 2-8 people in each group, each group must play an active role in ongoing learning. After explaining the procedures or steps to be taken by students and the rules of discipline in implementing the listening strategy of the team.

The next stage the teacher does what can be done in using this strategy where the teacher prepares several ways before starting learning, students work together in their respective groups as usual, then the teacher presents and explains the material.

The next stage the teacher gives 15 minutes to discuss, after each group submits the results of their discussion according to the roles and tasks of each group. The first group formulates questions about the material just conveyed, then the second group answers questions and states which points they agree or agree with, the third group refutes answers or comments on which points they disagree with or are not useful and explains why they disagree, then the group lastly draw conclusions from the results of the discussion, after the results of the discussion are presented, the teacher provides guidance or direction to each group, then the teacher gives an assessment as a form of appreciation for the group's efforts namely praise and applause to the group with high discussion results, while the assessment used by the teacher is a group assessment in which the teacher assesses student collaboration and student activity to achieve success in learning, then provides motivation to all groups and the final stage then the teacher evaluates students.

Based on observations in class XI MIA 2 with 25 students, on Thursday 21 November 2019, the steps of teacher learning N are starting from opening learning by saying basmallah, after opening learning the teacher conveys the material to be delivered, conveys the learning objectives , deliver material to be delivered giving group assignments (discussion). Teacher N forms into 4 groups consisting of 2-8 people in each group, each group must play an active

role in ongoing learning. After explaining the procedures or steps to be taken by students and the rules of discipline in implementing the listening strategy of the team.

The next stage the teacher does what can be done in using this strategy where the teacher prepares several ways before starting learning, students work together in their respective groups as usual, then the teacher presents and explains the same material with class XI MIA 1.

The next stage the teacher gives 15 minutes to discuss, after each group submits the results of their discussion according to the roles and tasks of each group. The first group formulates questions about the material just conveyed, then the second group answers questions and states which points they agree or disagree with, the third group refutes answers or comments on which points they disagree with or are not useful and explains why they disagree, then the group lastly draw conclusions from the results of the discussion, after the results of the discussion are presented, the teacher provides guidance or direction to each group, then the teacher gives an assessment as a form of appreciation for the group's efforts namely praise and applause to the group with high discussion results, while the assessment used by the teacher is a group assessment in which the teacher assesses student collaboration and student activity to achieve success in learning, then provides motivation to all groups and the final stage then the teacher evaluates students.

Based on observations in class XI MIA 1, on Tuesday November 26, 2019, the learning steps of teacher N are starting from opening learning by saying basmallah, after opening learning the teacher conveys the material to be delivered, conveys the learning objectives, conveys the material to be delivered giving group assignments (discussion). Teacher N forms into 4 groups consisting of 2-8 people in each group, each group must play an active role in ongoing learning. After explaining the procedures or steps that students must take as well as the rules of discipline in implementing the listening strategy of the team.

The next stage the teacher does what can be done in using this strategy where the teacher prepares several numbered cards from paper in preparation for the implementation of learning, each student looking for their partner by matching the number of the card. Then the students gather into several groups and students sit in their respective benches, after which each group determines the group leader.

After all sitting in groups, the teacher displays a power point slide related to the learning material, then the teacher gives the material or their respective assignments within 15 minutes to discuss, the teacher provides guidance or direction to each group, then the teacher gives an assessment as a form appreciation for the group's efforts, namely praise and applause to the group with high discussion results, while the assessment conducted by the teacher is a group assessment where the teacher assesses student collaboration in groups to achieve success in learning, then provides motivation to all groups and the final stage then the teacher evaluates the students.

Based on the observations of teachers in MIA 2 class, on Thursday November 28 2019, the learning steps of teacher N are starting from opening learning by saying basmallah, after opening learning the teacher conveys material to be delivered, conveys learning objectives, conveys material that will be delivered giving group assignments (discussion). Teacher N forms into 4 groups consisting of 2-8 people in each group, each group must play an active role in ongoing learning. After explaining the procedures or steps to be taken by students and the rules of discipline in implementing the listening strategy of the team.

The next stage the teacher does what can be done in using this strategy where the teacher prepares several numbered cards from paper in preparation for the implementation of learning, each student looking for their partner by matching the number of the card. Then the students gather into several groups and students sit in their respective benches, after which each group determines the group leader.

After all sitting in groups, the teacher displays a power point slide related to the learning material, then the teacher gives the material or their respective assignments within 15 minutes to discuss, the teacher provides guidance or direction to each group, then the teacher gives an assessment as a form appreciation for the group's efforts, namely praise and applause to the group with high discussion results, while the assessment conducted by the teacher is a group assessment where the teacher assesses student collaboration in groups to achieve success in learning, then provides motivation to all groups and the final stage then the teacher evaluates the students.

Based on the results of interviews and observations that have been made it can be concluded that teacher N in implementing the team's listening learning strategy during the study namely 4 meetings using different learning media, the learning media used by teacher N is not fixated on books but also uses other media like LCD, Power Point, paper, and drawing. The technique used in each meeting still uses the team listening strategy but the theories and learning media are different.

b. Supporting factors in the implementation of the team's listening strategy in listening learning

The success of teaching and learning activities certainly can not be separated from the supporting factors. In listening learning activities it is not possible to succeed without the factors that support it and all can not be separated with various obstacles. Likewise with the use of listening strategies the team is not likely to succeed if there are no supporting factors. As said by teacher N as follows:

"The problem of supporting factors in implementing the team listening learning strategy is actually the implementation of the team listening learning process is from the teacher himself how the teacher makes the learning atmosphere interesting and enjoyable, using varied media or tools, choosing the right material, and also with the collaboration. and the activeness of

students between students with other students during the teaching and learning process, there will be active students and students who are less active ”.

Based on the results of the interview that the author said, it can be seen several factors that support the use of the team's listening strategy in listening learning at SMAN 1 Bruntung Baru, including the teacher's ability in teaching in the classroom being able to guide and direct students while teaching and learning takes place. Another supporting factor is the collaboration between students so that they actively participate in the learning process, especially in the use of team listening strategies. The teacher is very helped by the listening strategy of the team, where students who have more knowledge can help other friends to understand, besides the teacher can guide and direct students who do not understand.

In a learning there are not only supporting factors, but there are also inhibiting factors that occur in the implementation of the team's listening strategy in listening learning in SMAN 1 Beruntung Baru. Regarding the inhibiting factors Teacher N states:

"The problem of inhibiting factors in the implementation of listening to team learning is actually the limited time in the learning process, from the intelligence or intelligence of students can not be determined in groups, sometimes students who have intelligence or intelligence are sometimes reluctant to be traced in a group whose background is not equal, and students are not good at being inferior in one learning group. "

c. Student responses from the process of using the team listening strategy on listening learning in SMAN 1 Beruntung Baru

Based on the results of interviews with five students who are willing to be interviewed, responding to how the implementation of the listening team learning strategies as follows:

Name	Questions	Student responses
Student (SP) stated	<ul style="list-style-type: none"> -What do you think about team listening learning strategies - Do you like it -Why - You prefer to study groups or individuals - Did you experience difficulties during the learning 	<p>"I better understand learning by learning with groups, discussing and answering questions together. Discussing with friends makes me quite understand again what has been explained by the teacher. In learning is quite active even though sometimes a noisy classroom atmosphere makes it unable to concentrate on learning "</p>
Student (NH) stated		<p>" I prefer group learning, and the group / discussion strategies carried out by the teacher are better and more</p>

		<p>effective, so they can quickly understand the lesson, and are more active in learning, because learning in discussions can more quickly understand the lesson ”</p>
<p>(NAR & MM) Students stated similarly</p>		<p>"The learning that is applied by the teacher is enough to make an understanding of the lesson, although in the group discussion method sometimes it makes learning confusing because of the different opinions of other friends. And sometimes in learning can not be too concentrated because of noise.</p>

Student (MA) stated		<p>"Learning to listen to the team is fun, I am better able to understand the lesson, can exchange opinions with other group friends, and also by studying the group I can be more active and confident in expressing opinions and easy to remember the lessons, although sometimes less focused because of the noisy atmosphere.</p>
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Learning is two activities that interact with each other, namely learning activities and teaching activities involving the role of teachers in the context of seeking the creation of a harmonious fabric of communication between the instructor himself and the person learning, namely students.

The existence of a harmonious communication fabric will be an indicator of whether something was planned beforehand.

Teaching can run well if a teacher is able to change student behavior, in the sense of being able to foster student awareness to learn, so that they gain experience during the teaching process and can feel its benefits.

from the results of interviews with students the researchers answered the formulation of the problem about what students' responses to learning the use of team listening strategies?

from some of the students' answers the researchers concluded that "Learning to listen to the team is fun, more able to understand the lesson, can exchange opinions with friends of other groups, and also by studying the group can be more active and confident in expressing opinions and easy to remember the