

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. This study has three questions that must be answered and explained by the researcher from the research findings. This chapter describes the principles of listening, what types of activities are applied in teaching listening and the types of listening materials used by lecturers in teaching listening at the English education department of UIN Antasari Banjarmasin. The findings in this study discussed based on the results of interviews conducted by researchers and lecturer listening courses.

A. Findings

To answer the problem questions in this study, researchers conducted interviews with listening course lecturers to collect data. The interview was conducted face-to-face. There are three topics proposed, from these topics there are several questions related to this research. The researcher asked these questions to the two participants. The first topic question is about what listening principles are applied in teaching. Second, about the types of listening activities used by UIN Antasari listening lecturers in teaching. And the third is about what kind of material is taught to students in listening classes by lecturers. These findings discussed below:

1. Principles of Listening Applied by the English Education Department

Lecturer

Based on data obtained through interviews with the two listening lecturers at UIN Antasari Banjarmasin regarding the listening principles used in teaching listening. The researcher found that there are several principles used by the two lecturers. The findings regarding these principles are described below:

a. Include Focus on Listening in Integrated Skills Course

Based on the results of the interview with Ms. L, according to the lecturer principle is a reference applied by the teacher to improve students' listening skills. By using the principles of learning, it accordance with the learning objectives. For the principles used in the classroom by Ms. L, there are several kinds, one of which is Include focused Listening in Integrated Skills Course or Ms. L called it integrating listening skills with other skills. According to the lecturer, although what is taught is listening ability, it also integrated with other skills. The statement can be seen below:

“In teaching listening, I used the principle of integrated listening skills with other skills. Even though the focused is on listening skills, I tried to integrate it with other skills.”

Then, the researcher conducted an interview with Ms. N. The results found were that the lecturer also used the principle of integrating listening

skills with other skills such as speaking and writing. First, in integrating listening skills with speaking Ms. N gave assignments where students are invited to explain the material by using English to others. Even though there are students who explained using Indonesian, it will still make students hone their speaking skills. Second, in integrating listening skills with reading, Ms. N invites students to read the explanation contained in the learning module provided. The module is written in English, which with students reading the explanation also hones their reading skills by adding vocabulary and others. The statement can be seen below:

“The principle I used was to integrate listening skills with other skills. Among them were speaking and reading. In speaking students explained in English and reading students read the explanation in the module in English.”

b. Use Technique that are Intrinsically Motivating

Based on the interview with Ms. L, the researcher found that in addition to using the principle of integrating listening skills with other skills. The lecturer also applied the principle of using techniques that are motivating. The statement can be seen below:

“I also applied the principle of using techniques that are intrinsically motivating. So I was taught the techniques that made students excited in participating in the learning process.”

In providing motivation for students, Ms. L given assignments to students by utilizing the technology that is developing today. That is, giving assignments used as an online platform. By using the platform, students become excited in doing it. Usually the lecturer used the platform (quizziz, wordwall and kahoot). And also make students more diligent in doing the assignments given by the lecturer.

After conducted an interview with Ms. N, the researcher found that the lecturer also used techniques that motivate students in learning. In its application, the lecturer give students the opportunity to explain a certain topic by coming forward. The lecturer gives students the opportunity to act as a teacher in this way, made students motivated to be able to appear in front of everyone because later students will become a teacher who will face students directly. With this opportunity, students can discuss with students who get their turn to come forward to explain the topics that have been provided previously. And also for other students also feel comfortable when asking directly to their friends about things that are still not understood. The statement can be seen below:

“I give students the opportunity to explain a certain topic by coming to the front of the class. They were given the opportunity like a 'teacher'. With this opportunity, it is expected to give students the freedom to ask questions.”

c. Encourage the Development of Listening Strategies

In the interview with Ms. L, the researcher found that the lecturer also applied the principle of encouraging the development of listening strategies. In its application, Ms. L, used a teaching strategy which helped students to understand that it did not matter if students made mistakes such as not understanding the phrases or words they listened to. So, the lecturer told students to write back the words or phrases that they did not understand. Which is then listened to again to make their own conclusions. According to Ms. L, used this strategy made students feel comfortable when listening and understanding the message or meaning of what they were listening to. The statement can be seen below:

“There is a teaching strategy that I was used, which is to give students the opportunity to rewrite words or phrases that were not understood. Then they listen again to make their own conclusions.”

2. Types of Listening Activities Applied by the Lecturer of English Education Department

To answer researcher question number two, the researcher conducted an interview with listening lecturers. The researcher asked questions about the activities used by lecturers during the listening learning process. From the results of the interview, the researcher found the listening lecturers applied to different types of activities in the listening learning process. The findings are described below:

a. Story Telling

Based on the interview conducted with Ms. L, the researcher found that in the learning process, the lecturer implemented storytelling activities. The lecturer chose this activity because it can create interesting things and the source of sound is not only from audio, but from the students themselves. The statement can be seen below:

"There are many activities that I was implementing during this time, one of which is storytelling."

In its application, Ms. L before started learning gave orders to students to find a story. In the process, the lecturer divided the students into groups of three people each. After each group got the story text, they read the story. Before reading it in front of the class, the lecturer gave students the opportunity to learn how to pronounce the correct words or phrases in the text, the time given was for one week. After one week, each group came forward to read out the story they had gotten earlier.

According to Ms. L, by using this storytelling activity, students become more active and effective, by using this activity students practice reading the story with the right pronunciation. However, there were some students who were not ready to read the story and some of them also still pronounced some words that were not correct.

b. Gap Fill in blank

In its application, Ms. L told students to find a story, then after the story was obtained, students left some words or sentences blank. Which is used as an assignment in each story. Students come forward to read the stories that have been obtained and other students listen to the story while filling in the empty words or sentences. In this way, students become more focused and follow the learning process. The statement can see below:

“I asked students to find a story and then leave ten words of the story text blank.”

c. Answer the Question

Based on the results of the interview with Ms. N, the researcher found that the lecturer in listening II taught about strategies for answering listening section questions in toefl. In this teaching activity, the lecturer do not use various activities. Because the focus of this lesson is on students' understanding skills in listening. So, in this learning process what is mostly done is explained the strategy of answering listening section questions. However, not only lecturers who explain but students are also active in explaining. The statement can be seen below:

"In listening II I do not use various activities, because the focus is on students' ability to understand. At the 3rd meeting, students explained the material."

After finished explaining the strategies for answering listening section questions on the toefl. Students were played an audio which contained a conversation that matched the questions in the module. After listening, students answer the question according to what they hear. By answered the question like this, can find out how the understanding of students in answering questions listening section toefl. According to Ms. N, although there were some students who answered the questions incorrectly, it would encourage the students to be more careful, understand the listening section questions and listen to the audio well.

3. Types of Materials Taught to the Students Listening Class by the Lecturer

The types of materials consist of authentic and non-authentic materials. Based on the results of the interviews that conducted, Ms. L and Ms. N more often use authentic materials. The explanation is below:

a. Authentic Listening Viewing Materials

Ms. L in the listening learning process more often uses authentic materials. The reason the lecturer uses authentic material is because it provides real examples of language use, which will help students to develop listening skills. Evidence of Ms. L's statement below:

"I use authentic materials more often. Because it can provide real examples of language use in daily life."

During teaching listening, Ms. L uses authentic materials in the form of recorded materials, public announcements, podcasts, and songs and so on. By using authentic materials it will help students to improve listening skills.

In learning listening 2 courses besides using authentic materials printed by Ms. N also uses audio. The audio contains a conversation between native speakers. By using the audio, students will get used to the audio and also understand what the native speaker is talking about. The statement can be seen below:

"I take the audio for the learning materials from existing files and choose according to the material being taught."

b. Authentic Printed Materials

In listening 2 material taught by Ms. N is discussing how to answer Toefl questions. Usually the lecturer takes material from books that are usually used to practice answering toefl questions. Ms. N prefers authentic material that has been printed, but the content is not changed. The source books are Logman and Baron. The statement can be seen below:

"The material for listening 2 is TOEFL. I took the source in Baron and Logman's book. But I took more from Logman's book. From the book I took some parts. After that, I gave the file to students to print out."

STRATEGIES

SKILL 1: FOCUS ON THE LAST LINE

The short dialogues involve conversations between two people, each followed by a question. It is important to understand that the answer to this type of question is most often (but not always!) found in the last line of the conversation.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *Billy really made a big mistake this time.*
 (woman) *Yes, he forgot to turn in his research paper.*
 (narrator) *What does the woman say about Billy?*

In your test book or on the computer screen, you read:

(A) It was the first time he made a mistake.
 (B) He forgot to write his paper.
 (C) He turned in the paper in the wrong place.
 (D) He didn't remember to submit his assignment.

The last line of this dialogue indicates that Billy forgot to turn in his research paper, and this means that he didn't remember to submit it. The best answer is therefore answer (D).
 The following chart outlines the most important strategy for the short dialogues:

STRATEGY #1: FOCUS ON THE LAST LINE
1. The last line of the dialogue probably contains the answer to the question.
2. Listen to the first line of the dialogue. If you understand it, that's good. If you don't understand it, don't worry because it probably does not contain the answer.
3. Be ready to focus on the last line of the dialogue because it probably contains the answer. Repeat the last line in your mind as you read through the answers in the text.

Figure 4.1 Text of Listening Material TOEFL
 (skills 1: Focus in the last line)

SHORT DIALOGUES (Paper and Computer) 28

SKILL 5: LISTEN FOR WHO AND WHAT IN PASSIVES

It is sometimes difficult to understand who or what is doing the action in a passive sentence. This problem is often tested in the short dialogues.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) *Did Sally go to the bank this morning?*
 (woman) *Yes, she did. She got a new checking account.*
 (narrator) *What does the woman imply?*

In your test book or on the computer screen, you read:

(A) Sally wrote several checks.
 (B) Sally wanted to check up on the bank.
 (C) A new checking account was opened.
 (D) Sally checked on the balance in her account.

In this dialogue, the woman uses the active statement *She got a new checking account*, which means that Sally opened a checking account. The correct answer uses the passive structure that a new checking account was opened to express the same idea. Therefore, the best answer to the question above is answer (C).
 You should note the following about passive sentences in the short dialogues:

PASSIVE STATEMENTS
1. If the dialogue contains a passive statement, the answer to the question is often an active statement.
2. If the dialogue contains an active statement, the answer to the question is often a passive statement.

NOTE: Check carefully who or what is doing the action in these questions.

EXERCISE 5: In this exercise each of the correct answers is either a passive restatement of an active sentence or an active restatement of a passive sentence. Read each short dialogue and underline the key active or passive statement. Then read the question and choose the best answer to the question. Be careful about who and what with these passives.

1. (woman) *Alice needs to pay her tuition today.* (A) Alice's education has paid off. (B) Alice's tuition needs to be paid.
 (man) *But her tuition has already been paid.* (C) Alice has already paid her fees. (D) Alice has already received the money.
 (narrator) *What does the man imply?*

Figure 4.2 Text of Listening Material TOEFL
 (skills 5: Listen for who and what in passive)

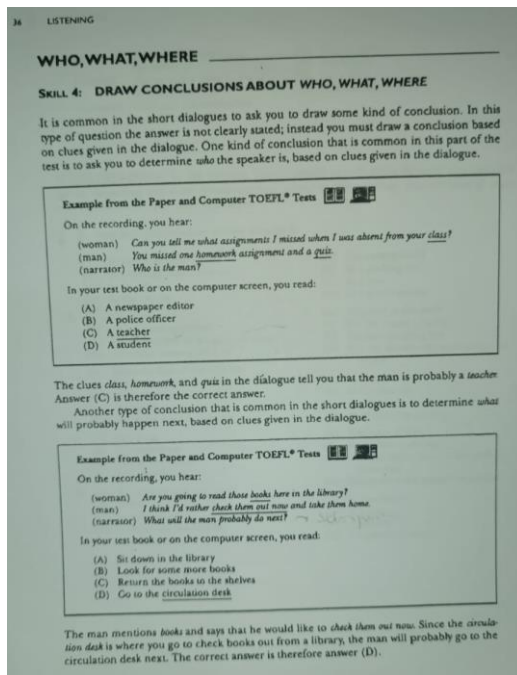


Figure 4.3 Text of Listening Material TOEFL
 (skills 4 Draw conclusion about who, what, where)

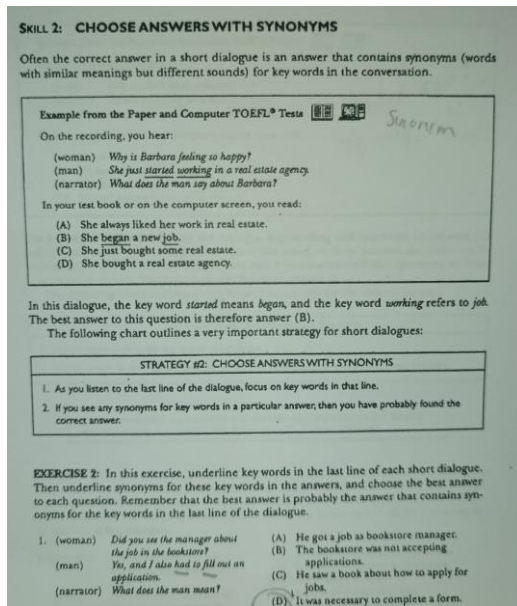


Figure 4.3 Text of Listening Material TOEFL
 (Skills 2 Choose answers with synonyms)

A. Discussion

After all the data has been collected and analyzed in descriptive form. In this chapter, researchers discuss the findings of the data that has been collected through interviews. The purpose of this study is to find out the types of principles applied, the types of listening activities applied and the types of materials used by the lecturer's in the listening learning process. The explanation will be discussed below:

1. Principles of Listening Applied by the English Education Department Lecturer

According to Brown (2000) there are six principles of listening in teaching, namely including a listening focus in an integrated skills course, using intrinsically motivating techniques, using authentic language and context, carefully considering the form of response from listeners, encouraging the development of listening strategies, and including bottom- up and top-down listening techniques.

Based on the findings above that the lecturers use the principle including a listening focus in an integrated skills course or integrated listening skill with other skills. It is related with Fauzi (2019) With a focus on listening skills, listening can be integrated with other skills such as speaking and writing. In an integrated listening-to-speaking, for instance, students initially listen to a listening passage in the form of dialog or monolog or watch a video. During listening, they can take notes. Eventually, they retell what they have heard after listening. In an

integrated listening-to-writing, students listen to a listening passage, and they should make a written summary based on the passage heard. So, lecturers also teach other skills to students but more emphasis on the skills being taught, namely listening. So that students can also master other skills.

Second, use techniques that are intrinsically motivating, in its application the lecturer motivates students, so that they were eager to learn. It is related to Brown (2001) who suggested that intrinsic motivation would be stronger than extrinsic motivation because it meets the basic needs of self-actualization. If students do all the tasks given by the teacher enthusiastically with characteristics based on the needs, desires that exist within themselves, it is called intrinsic motivation.

Third, encourage the development of listening strategies. In this principle the lecturer provides an opportunity for students who still do not understand the word or phrase by rewriting the word or phrase heard and then looking for the meaning or conclusion. According to Brown (2001) stated that most students were completely unaware of how to listen. As a teacher, must be selected or use listening strategies that aim to improve students' listening skills.

2. Types of Listening Activities Applied by The Lecturer of English Education Department

The lecturer used storytelling activities in teaching listening. In its application the lecturer told students to find a story, then the story was

read in front of the class and other students listened to the story. Coconi (2013) storytelling is communicating events using words and sounds. Storytelling can help students to play imagination based on words and images. Storytelling also makes students active in the classroom. With this storytelling activity can improve students' listening skills.

Based on the findings above, the lecturer used gap fill activity. In its application, the lecturer leaves some words or sentences in the story text blank. Then, students filled in the blanks while listening to the story. It is related with Ekaningsih (2019) stated that the teacher used gap fill by leaving some words in a paragraph or dialog empty. Students have to listen to the recording given by the teacher and fill in the empty words correctly.

The next activity used by the lecturer is answer question. The lecturer teaches in listening II where the material taught is toefl. So, after listening to the explanation of the material, students answer questions to find out whether they understand the explanation or not. Ma'mun (2020) stated that answer the question technique requires students to listen attentively and concentrate. Then after listening to the audio, students are given to answer questions according to the information that has been obtained by the students.

3. Types of Materials Taught to the Students Listening Class by the Lecturer

Based on the findings obtained above, that both listening lecturers more often use authentic types of material. According to Dewi (2018) authentic materials are materials made by native speakers that are used in the learning process but are not designed for teaching. Using authentic materials in the listening class makes real examples of language use in everyday life. Berando (2006) in his personal experience in teaching English using authentic materials. He said stated that students are faced with real language used in real contexts or in everyday life. And revealed that the use of authentic materials in the learning process is more interesting than using textbooks. The theory from Gebhard (1999) explains that there are several types of authentic materials that can be used in the learning process, including authentic listening viewing materials, authentic visual materials, authentic printed materials and realia.

The findings obtained by researchers through interviews that the lecturers used 2 types of materials, namely authentic listening viewing materials and printed materials. Examples of authentic audio materials, podcasts, songs and so on.