

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section the writer describes the result of the research on the field that collected by the data collection techniques, they are observation, interview, and documentary. The writer describes and discusses the data found from the research. The data will be explained. The data are gotten through observation and interview. The data are presented in descriptive.

To know about teaching and learning process in the classroom, direct observations was conducted on May 06st until 06th July 2015. The classroom observation was held once because at that time the students were preparing for examination.

In this section the writer presents the data concerning the teaching and learning. The researcher has got much information and experience about teaching and learning especially for teaching English listening narrative texts.

The writer used observation on May, 21st 2015 to know the teachers' activities. From the observation in the class, English teacher was good in presenting the lesson. The students also paid attention, they respond and answered the questions given by the teacher and do the assignment well. The method used when teaching and learning process was good. In teaching and

learning listening comprehension, the teacher divided it into three parts there are:

a. Introduction

Introduction (the first activity) is warming-up involves motivation and appreciation such as asking about the lesson before or making correlation environments or other lesson. The activities are: The teacher said greeting and salam, prayed together, checked students' attendance, review the lesson that taught before, guidance about learning activity, question and answer as appreciation

b. The main activity

The main activity is learning activity to develop listening skill. Before teaching listening, The teacher activities are: the teacher prepared another supporting media to apply the material such as speaker, laptop, tape recorder and another thing that needed for teaching and learning, the teacher played the audio, the teacher asked the students to listen to the material carefully, students answered the question that related with the material and did assignment individually.

c. Closure

In the closure, the teacher closed the lesson. The teacher gave conclusion about the lesson that have studied by students, knowing how far the level of students' understanding about the material and how far teachers' success in teaching. The activities were: concluding the lesson,

giving homework, giving advice to learn seriously and review the lesson at home.

Based on observation, in teaching and learning process of listening, the teacher used individual work. And media that the teacher used are laptop and tape recorder and speaker. The teacher used steps in teaching and learning process. They are pre activity, while activity, and post activity as follows:

In observation (class VIIIA, 2 x 40 minutes, on 21st, 2015)

Pre Activity

In the beginning of the class, at 09:10 am the teacher came to the class, and the teacher said greeting. After that the teachers greeted the students. The teacher said “How are you today?” the students answered “we are fine, ma’am”. It made students enthusiastic in learning. After that the teacher checked their attendance. The teacher said “Who is absent today?”. The teacher and students remind previous lesson the teacher said” did you remember what the lesson before?”. Then the teacher prepared media that needed for teaching and learning such as: laptop, LCD, tape, speakers exercise about the material. The teacher asked students to cleaned classroom to create comfortable class during teaching and learning process. In this section, the teacher engaged the students and motivated them to learning with gave statement and question related to the topic and it can help students have interest toward

learning from their response. After that the teacher distributed material of narrative texts and worksheet about the material and the teacher gave instruction and explained how to answer the exercise.

While Activity

Before the teacher began played the material, the teacher explained about the topic was the narrative text and checked students' worksheet. Then, the teacher played the story and students listened carefully. After playing the story once, the teacher asked students' difficulties about the material and what the story about. Then the teacher ask students how far the students understand about the topic and how much the students can answer the question. Before played the audio for the second time the teacher also ask to the students is there any problem about the audio. Then, the teacher played the story for the second time in this time the teacher ask to the students to listen carefully and focus on the audio in order the students can get the points and can answer the question well than before, when the teacher played the audio in second time the teacher also walk around the class to check the students' answer, after that the teacher ask to some students what the story about the teacher said" who is know? What is the story about?" and what they have finished their exercise well. Then the teacher said "have you finish your exercise?" the students said "Not yet ma'am, some pieces are missing!". The teacher play the audio for the third time it is the last time the teacher

said to the teacher “You have to finish and complete your exercise well!, focus on your exercise!” during the audio is playing the teacher check students’ answer again, the teacher walks around the class to guide the students to complete their exercise well. Then the audio have finished played the audio, the teacher gives some minutes to the students to check their answer sheet and to complete it before discussed together.

Post Activity

The teacher asked the students to check their answer then, crosschecked their answer, the teacher said” please, crosscheck your answer sheet with your friend!” and discussed the question one by one together, the teacher gave opportunities for some students to try to give their best answer, the teacher said” who want to answer the question?” at the same time the teacher discussed what the story about and unfamiliar words. Then the teacher asked the students to come forward in front of class and write the correct answer on whiteboard.

Closure

The teacher gave students opportunities to ask what they did not understand about material that just have taught, in narrative texts usually there is a moral value, in the last activity the teacher asked students to mention it, then the teacher concluded the lesson today and closed the lesson by giving students homework if it needed, and the last, the teacher says Hamdalah, and Salam before leaving classroom.

In interviewed two English teachers, the writer interviewed the first teacher that graduated from master degree Universitas Lambung Mangkurat English Department, she have taught English since 18 May 2008 until now, she used grammar translation method, media that she used commonly was laptop, LCD and speaker and she using video and the teacher use short answer for exercise to the students in teaching listening comprehension and the teacher used steps in teaching listening comprehension of narrative text. They are pre activity, while activity, and post activity. The writer interviewed the second teacher that her background not from English department, she was graduated from IAIN Antasari Banjarmasin, education for islamic studies major, she have taught English since 2003 until now. The second teacher use video to teaching listening comprehension. And media that the teacher used was laptop, LCD, speaker, pictures, and she used group work. Thus English teachers uses the same steps in teaching listening comprehension of narrative texts there are pre activity, while activity and post activity. The teachers use different techniques and media to teaching listening comprehension of narrative texts. Because of the teacher use different media and technique to teach listening, they use different tasks. In the texts below the writer will explain the teachers' steps in teaching listening comprehension of narrative texts:

Pre activity, in this section the teacher come to the class and greeted the students. The teacher checked students' attendance. The teacher did question and answer as apperception. Then the teacher prepared media are laptop and LCD and speaker. Then the teacher gave the exercises sheet to the students and the teacher gave instruction and explained how to answer the exercises.

While activity, in this section before the teacher began playing the material, the teacher explained the material about the topic narrative text then the teacher played the video about the topic narrative text and the teacher asked to the students watched carefully. Then the teacher played the video twice and during the video is played the students listen carefully and answer the question (Short answer) related to video. If the students cannot get what the video talked about the teacher will played the video again and the teacher often used her voice to read the material if needed.

Post activity, in this section the teacher asked the students to answer the exercises orally, after they watched the video, listened and answered the exercise, the teacher and the students discussed the exercise one by one together. After all of exercise answered and corrected together the teacher played the video and asked some students to conclude what the video about and mention the moral value related to video have just played.

This is the different steps in teaching listening comprehension of narrative texts that used by the teacher.

Pre activity, in this section the teacher greeted the students, check students' attendance, and divided students into some groups. And prepared the media that needed, LCD, laptop and speakers and pictures. And gave instruction to the students how to work together well.

While activity, in this section the teacher played the audio about a story and the students listened carefully, when the teacher played audio twice the teacher asked the students to arrange the pictures that given before appropriate with the audio is playing become a complete and correct story related to the audio played.

Post activity, in this section the teacher gave some minutes to discuss the story with group. Then the teacher asked every group to come forward in front of class and presented their story creatively related to the audio and pictures. After that all of group presented in front of class, then the teacher and the students discussed what the story about.

By interview, on 18th May 2015 with English teachers Tri Budiarti Suhartini S.Pd and Sofa S.Ag on 20th May 2015, it is known more about the teacher teaching listening comprehension of narrative texts, according to writer interviewed teacher about the teacher teaching listening comprehension of narrative texts can describe below:

- a. From interviewing the English teachers Tri Budiarti Suhartini S.Pd and Sofa S.Ag that teach English for class VII, VIII and IX the writer got the needed data as follows:
1. In the syllabus, narrative texts is taught by teacher twice for VIII, twice for IX class in four skills are speaking, listening, reading, writing. And for class VII narrative texts are not taught in their syllabus because the VII class using curriculum 2013 there is a descriptive texts.
 2. In teaching listening comprehension there is limited material that available it make teacher difficult for improve their activities and teacher should be creative to look for other material from another source that can increase students' motivation and their interest to learn. The source that often used by the teacher to reference is internet, youtube, and other book except teacher handbook.
 3. The question form of narrative text especially in listening comprehension that usually used by the teacher in teaching listening comprehension are, fill in the blank, multiple choice, question-answer and true or false. In fill in the blank teacher usually write down the key word of the stories on whiteboard it is purpose to make it easily for students to answer the question because of students is lack of vocabulary, limited spelling and pronunciation.

4. In teaching and learning listening comprehension teacher often combine with other skills such as reading, speaking and writing.
5. The media that used in teaching and learning listening are speaker, tape recorder, laptop, LCD, whiteboard, real object, pictures, card, language laboratory. Based interview and observation teacher often use her voice as media because students unfamiliar with native speaker, trouble sound, and usually students feel that the audio is too fast, the students do not understand the language and accent that used by the speaker in the audio. So that, student difficult to understand and receive the material well. Because of listening narrative text seldom taught by the teacher so, the students unaccustomed with listening therefore, in teaching listening comprehension the teacher commonly use Grammar Translation Method. Teacher use banjarise language, sometime Indonesian and very seldom use target language.
6. Techniques that teacher often use are group work, individual work, memorization and sometime use game and use video. In teaching listening comprehension the teacher usually use the same techniques.

B. Discussion

This subchapter is intended to discuss result of data analysis and their interpretation which could be derived from the analysis. This part deals with the result of the teacher teaching listening comprehension of narrative text.

All the data obtained from observation, interview and documentary are reported in detail as the result of this research, then the researcher need the analysis the teacher teaching listening comprehension of narrative texts. All of data observation, interview and documentary are have been presented in data presentation, then this data also analyzed and reported systematically based on the statement of the problem about teaching listening comprehension of narrative texts. Teaching listening comprehension of narrative text are very good it can be seen in students' understanding about the material. The teacher use some techniques and various media to teaching listening comprehension of narrative texts.

The writer would like to discuss the result deeply of study about the teacher teaching listening comprehension of narrative text at MTsN Banjar Selatan 1.

In this study there is a statement of problem, they is: how does the teacher teach listening comprehension of narrative text at MTsN Banjar Selatan 1 academic year 2014/2015.

Based on the writers' interview and observation with English teachers the teacher teaching listening comprehension commonly divided into three stages, It is based in an online article entitled " A framework for planning a listening skills lesson" mention that listening process can be divided into three stages; Pre-listening, during which we help our students prepare to listen, While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it. And the last is post listening, during which help our students integrate what they have learnt from the text into their existing knowledge.

- a. Pre Activities it is giving motivation, greeting, check students' attendance, remind the students about previous lesson and contributes the students' worksheet.
- b. While Activities it is main activities, it is makes both teacher and students aware of what they are going to do during the class. In this activities teacher played the audio, students listen carefully, then teacher ask students' difficulties and what story about, teacher played the audio third until the students complete their work sheet.
- c. Post Activities teacher did evaluation by answered the worksheet that teacher is given before and teacher ask student to crosscheck their answer with other students, then teacher give students opportunities to try answer question one by one and other students write the correct answer on the whiteboard.

- d. Closure, this section is to sum up the teaching and learning process and activities. The teacher give students' opportunities to summarize first then, teacher summarized the lesson to make students get the idea and moral value about what they have learnt. From this the teacher can know what the students could understand or not what the teacher has taught.

From the steps, techniques and medias that used by the teacher in teaching listening comprehension of narrative text, it can be concluded that teaching and learning listening is very good. The students enjoy and fun in learning English and the teacher always used all activities of teaching and learning. According to Nicold in his journal article by the titled, Language Teaching and Learning in a classroom said, "That teaching and learning process will happen if there is an interaction between the teacher and his or her students and among students. In interaction, the teacher can be an interactor or learning leader, facilitator, administrator and motivator. Teacher and students have to be active. So the interaction might run optimally.

Based on the writers' observation how does the teachers teaching listening comprehension of narrative texts, the teacher divided into three step that has been presented in chapter II that some

steps in teaching and learning process is pre activity, which consist of giving motivation. While activity, the section where to give task, so that he/she knows the students' mastery of the lesson and to conclude the lesson. And the last is post activity, which consists of giving assignment or the reinforcement of material has been taught (Richard, 1998, p.54)

In below the writer will discuss deeply about the teacher steps in teaching listening comprehension.

Pre Activity

This step to make students get ready to study. That has been presented in chapter II in principle of teaching listening, Principle 2: Help students prepare to listen. Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic or read the question first, for example, in order to be in a position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also so that are engaged with the topic and the task and really want to listen.

From the observation and interview it was found that the teacher greets the students, asking them who is absent today, then teacher to remind the students about the previous lesson, and the teacher prepared media that needed for teaching such as: laptop,

LCD, tape recorder, speaker etc. Then the teacher give motivation and encourage to the students to study well during the class and listen carefully to the topic it is based on the principle of teaching listening that has been presented in chapter II that Principle 1. Encourage students to listen as often and as much as possible. The more students listen, the better they get at listening, and the better they get at understanding pronunciation and at using it appropriately themselves. One of our main tasks, therefore, will be to use as much listening in class as possible, and to encourage students to listen to as much English as they can (via the internet, podcasts, CDs, tapes, etc.). And then the teacher distributed material about the topic and gave instruction how to answer the exercise.

While activity

Based on the observation and interview, this steps is the main step. It makes both teacher and students aware of what they are going to do during the class. It is better for the teacher to make the students more active. In this activity, before the teacher begin playing the material, the teacher explain about the topic and check student worksheet. Then, the teacher played the story and student listen carefully. After playing the story the teacher ask students' difficulties about the material. The teacher will playing the story

third until the students can answer the questions well. It is based on Principle of teaching listening principle 3 that once may not be enough. There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time, and we may well want them to have a chance to study some of the language features on the tape. In the case of live listening, students should be encouraged to ask for repetition and clarification when they need it. The first listening to a text is often used just to give students an idea of what the speakers sound like, and what the general topic is (see the principle 5) so that subsequent listenings are easier for them. For subsequent listenings, we may stop the audio track at various points, or only play extracts from it. However, we will have to ensure we don't go on and on working with the same audio track.

Post activity

In this step, the teacher did evaluation, teacher ask the students to check their answer then crosscheck their answer and discuss the question one by one and give opportunities to the students to give their best answer. After then the teacher invited them to ask about the new vocabularies.

Closure

This step is to sum up the teaching process and activities. The observation showed the teacher summarized the lesson to make the students get the idea about what they have learnt. After then, in this activity the teacher can know what the students could understand or not what the teacher has taught. From the activity that used by teacher, it can be concluded teaching listening is good. In line with the theory of teaching listening that has been presented in chapter II that teaching and learning process will happen if there is an interaction between the teacher and his or her students and among the students. In interaction the teacher have important role.

From the steps that the teacher used in teaching listening comprehension of narrative text it can concluded during teaching listening comprehension the teacher can use techniques and medias effectively. Commonly techniques and media are used in while activity and post activity. All of the teacher commonly use same steps to teach listening there are pre activity, while activity and post activity, but the teacher have to choose the appropriate technique and media based on the topic.

In interviewed two English teachers, the writer gives information such as: narrative texts is taught in eighth and ninth

class by the teacher twice divided into four skills, with limited material that provided. It is based on syllabus.

In teaching and learning listening teacher uses media, techniques and methods although, techniques and methods that the teacher uses still classical method such as Grammar Translation Method, media that often the teacher use are LCD, tape recorder, laptop, whiteboard, real object, pictures card. This is according to Moore (2003), educational media can be categorized from the most common equipment used in school which is the textbook and the blackboard, to modern media such as high-tech computer equipment, LCD, internet, tape recorder and digital cameras. Usually teacher combine teaching listening with other skill, for example listening combine with reading, writing and sometimes speaking. Teacher often use her voice as media that has been presented in chapter II that Individual voice of the teacher can also be called as the source of listening, because in teaching and learning process, teachers talks as they are giving some interaction should also be understood by their students. The teacher use his/her voice because of the students often feel that the audio is too fast, difficult to understand by them, do not understand language and accent that used by the speaker in audio. his statement related to Brown (2007) that stated second language learner are not paying attention to

factors of spoken language such as performance variable and rate delivery.

When teaching and learning process the teacher uses mother language, and the teacher often her voice to teach listening that has been presented in chapter II that individual voice of the teachers can also be called as the source of listening, because in teaching and learning process, teachers talk as they are giving some interaction should also be understood by their students. It is because of the students cannot got the audio clearly the reason is students less treasure of vocabulary and too fast audio. In teaching listening comprehension the question form that is often used by the teacher are fill in the blank, short answer, true or false and multiple choice. It can be concluded that the teacher use various question form it is has been presented in chapter II in principle of teaching listening that Principle 5: Different listening stages demand different listening tasks. Because there different things we want to do with a listening text, we need to set different task for different listening stages. This means that, for a first listening, the tasks may need to be fairly straightforward and general. That way, the students' general understanding and response can be successful, and the stress associated with listening can be reduced. Later listening, however, may focus in on detailed information, language use or pronunciation, etc. it will be the teacher's job to help students to focus in on what they are listening for. When teaching listening comprehension the teacher do

question and answer, the teacher asks students to give their answer as short response and the teacher often uses true or false in teaching listening comprehension of narrative texts the teacher asks students to choose which is the statement is true and which is the statement is false appropriate with the stories about, the students make a mark with T for true statement and F for false statement. According to Ur (1996) that has been presented in chapter II in types of listening is short response, includes obeying instruction, ticking of items, listeners mark or tick off words as they hear them within a spoken description, true or false, listeners write ticks or crosses to indicate whether the statement are right or wrong make brief responses. Detecting mistakes, listeners raise their hands or call out when they hear something wrong. And the last cloze, learners write down what they might be the missing word. In teaching listening comprehension the teacher use narrative genre, it is included stories this statement has been presented in chapter II about types of listening activities there is four listening activities as no overt response, the students do not have to do anything in response to the listening; however facial expression and body language often show if they are following or not. It includes stories, song, and entertainment Ur (1996).