

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Brief History of MAN 1 Marabahan

The target of this research is the MAN 1 Marabahan, which is located at Jl. Vetran, Rt.13, Marabahan District, Batola Regency. This school was established in 1958 in Marabahan. At the beginning, MAN 1 Marabahan was called PGA in 1959, and then in 1987, it became a private school and called MA Marabahan. In 1981, MAN 1 Marabahan became MAN Filial Marabahan with SK Filial: Kep/E/623/1981. Then, on October 25th 1993, this school becomes a public school with number: SK 244/1993 from the Religious Affair Office of South Kalimantan Province and it became formal as MAN 1 Marabahan until now.

MAN 1 Marabahan has wide location that enables students to learn and also to play. Generally, the physical condition of MAN 1 Marabahan is good and the constructions consist of permanent and semi permanent building. Based on the interview with the headmaster, this school always makes improvement year by year not only in the building condition, number of students, teaching quality but also the facilities. The location of MAN 1 Marabahan is described as follows:

- a. The north of the building borders is inhabitants' house

- b. The south of the building borders is Vetran street.
- c. The east of the building borders is MTsN 1 Marabahan
- d. The west of the building borders is MI Marabahan

MAN 1 Marabahan is lead by the following headmasters, they are:

- a. Drs. H. Asqalani, Lc (1978-1995)
- b. Drs. F. Sanadi (1995-1997)
- c. Drs. Herman (1997-2000)
- d. Dra. Herawati Amir (2000-2006)
- e. H. Ahmad Yani, S. Ag (2006-Now)

The policies in the application of teaching methods at MAN 1 Marabahan are based on vision, mission and purposes as follows:

a. Vision

The vision of MAN 1 Marabahan is passing students who have good characters, and independent.

b. Mission

The missions of MAN 1 Marabahan are:

- 1) Increasing shades of religious and akhlaqul karimah in school environment.

- 2) Improving teaching and learning services with adequate human resources.
- 3) Providing quality of capital in order to continue the study in Universities with Islamic bases.
- 4) Providing professional ability to be able to live religiously in community.

c. Purposes

Based on the purposes of National Education and Madrasah Aliyah Education, MAN 1 Marabahan has purposes as follows:

- 1) Preparing students to be able to continue education at higher levels.
- 2) Preparing students to be able to develop themselves with the development of technology and art that based on Islamic rules.
- 3) Preparing students to be the best in social and religious community.

2. Description about Teaching and Learning Process of MAN 1 Marabahan

MAN 1 Marabahan is one of the favorite schools in Marabahan. This school does not only concern about general knowledge but it also concerns about Islamic knowledge. The subjects in MAN 1 Marabahan are same with other Senior High Schools with additional special subjects in Islamic field, such as: Fiqih, Al-Qur'an Hadist, Aqidah Akhlak, Islamic Culture History, and Arabic.

3. Description about Facilities of MAN 1 Marabahan

Based on interview with the headmaster, the facilities of MAN 1 Marabahan are not complete, but year to year there is always enhancement. The building of MAN 1 Marabahan utilizes permanent construction which consists of one headmaster room, one teachers room, one Administration Staff room, thirteen classrooms, one library, one science laboratory, one storeroom, one hall room, one students organization room, one cooperation, two parking areas, one teachers' toilet, three students' toilets, and one school health unit room.

The school has some facilities such as twenty computers, two tape recorders, two speakers, one LCD, eight maps, two televisions, one VCD player, seventeen whiteboards, two globes, four atlases and schoolyard which are used for flag ceremony, sports such as volley ball, basket ball, badminton, and football. The description of facilities is show in appendix.

4. Description about Teachers, Students and Administration Staff at MAN 1 Marabahan

a. Teachers

In academic year 2012/2013 MAN 1 Marabahan has thirty four teachers from different educational backgrounds. It has twenty six permanent teachers including the headmaster, it has eight non-permanent teachers. Almost all of the teachers graduated from the university.

Meanwhile, there are four English teachers of MAN 1 Marabahan. But the writer just took two English teachers as the subjects in this research. The description can be seen in appendix.

b. Administration staff

The administration staff at MAN 1 Marabahan academic Year 2012/2013 are three employees. The description can be seen in appendix.

c. Students

In 2012 there are 347 students and they are divided into 13 classes.

Table 4.1. Description of Students of MAN 1 Marabahan in academic year 2012/2013

	Class	Sex		Total
		Female	Male	
1	Class X			
	a. XA	11	9	20
	b. XB	12	9	21
	c. XC	11	12	23
	d. XD	16	8	24
2	Class XI			
	a. XI Religion	20	12	32
	b. XI IPA	18	8	26
	c. XI IPS 1	17	10	27
	d. XI IPS 2	18	11	29
	e. XI IPS 3	18	11	29
3	Class XII			
	a. XII Religion	19	12	31
	b. IPA	18	4	22
	c. IPS 1	13	18	31
	d. IPS 2	12	20	32
	Total	203	144	347

5. The Media Applied in Teaching and Learning Listening at the Twelfth Grade of MAN 1 Marabahan

In this section the writer described about the result of research on the field that collected by techniques of data collection, they are observation, interview and documentary. They were conducted since January 21st until March 21st 2013.

To know about the media applied and how the application of media is in teaching and learning listening, the writer used observation and documentary. To know the brief history of MAN 1 Marabahan, condition of the headmaster, teachers, administration staff, students and school facilities, the writer interviewed and observed the headmaster and administration staff of the school.

By observation and interview, it is known about the media applied by the teachers. And by using documentary techniques it is known about data like the amount of the teachers, the students and the facilities of school.

Presenting this data is classified in turn that suitable with the problem formulation that the writer has made before in order to be easier in presenting and analyzing.

The writer observed two English teachers at the twelfth grade of MAN 1 Marabahan. The first is Mrs. Jumratul who teaches at IPS 1 and IPS 2. The second is Mr. Yudi who teaches at IPA and Agama. The writer observed the teachers five times (25 January – 2 February 2013). To describe the application of media by teachers, the writer presents this data based on the statement of problem

is the media applied in teaching and learning listening at the twelfth grade of MAN 1 Marabahan and the application of media in teaching and learning listening.

Based on the observation and interview, the first teacher uses three media to teach listening. The second teacher uses two media for teaching listening.

In using those media above, they have not same way in applying its in the classroom. To see the media applied in teaching and learning listening and how the application of the media to teach listening at the twelfth grade of MAN 1 Marabahan, the writer describes the teachers' way to use those media in the following description.

a. The Media Applied in Teaching and Learning Listening at the Twelfth Grade of MAN 1 Marabahan

1) The media applied in teaching and learning listening by the first teacher

To know the media applied by the teacher, the writer observed the process of teaching and learning listening two times.

The first meeting was on January 29, 2013 at IPS2. The media used by the first teacher on the first meeting were; *tape recorder, cassette* and *speaker*. The teacher taught about *try out exercises*.

The second meeting was on January 30, 2013 at IPS1, the media used by the first teacher on the second meeting were; *tape recorder, cassette* and *speakers*. The teacher taught about *try out exercises*.

2) The media applied in teaching and learning listening by the second teacher

To know the media applied by the second teacher, the writer observed the teaching and learning process three times

The first meeting was on January 31, 2013 at Religion class, the media used by the second teacher on the first meeting were; *tape recorder*, *cassette* and *speakers*. The teacher taught about *try out exercises*.

The second meeting was on January 31, 2013 at IPA or science class. The media used by the first teacher on the second meeting were; *tape recorder*, *cassette* and *speakers*. The teacher taught about *try out exercises*.

The third meeting was on February 2, 2013 at IPA or science class, the media used by the first teacher on the third meeting were; *LCD* and *speakers*. The teacher taught about *Adjective*.

b. The application of media in teaching and learning listening at the twelfth grade of MAN 1 Marabahan.

1) The first teacher's application of media in teaching and learning listening

The first teacher taught listening at IPS1 and IPS2 class in science laboratory. The topic of the study was try out exercises. The teacher chooses that topic because the students will carry out national examination. So, the teacher focused more on the national examination exercise.

Pre – listening

In the beginning of the class, the teacher opened the lesson by basmallah then the teacher prepared the media for teaching listening such as; tape recorder and cassette, speakers and try out exercises sheet. So, the teacher gave up the exercises sheet then the teacher gave instruction and explained how to answer the exercises.

While – listening

The teacher began the lesson and played the try out cassette; here the teacher did not play all the exercises but one by one. Then, students listen carefully.

Post – listening

The teacher asked the students to answer the exercise such as they listen to the cassette. After they listened and answered the exercises, the teacher and the students discussed the exercise one by one together. The teacher closed the lesson by saying hamdallah.

2) The second teacher's application of media in teaching and learning listening

Based on the first and second observation, the second teacher taught listening at IPA and religion class in the classroom. The topic of this study was try out exercise. The first teacher and the second teacher had same topic because they focused more on national examination.

Pre – listening

In the beginning of the lesson, the teacher prepared the media to teach listening such as; tape recorder, cassette, speakers and try out exercises. And then the teacher gave the exercise to the students. The teacher asked to the students to answer the exercise in a piece of paper.

While – listening

The teacher played the cassette then the students heard the exercise to answer it.

Post – listening

After the exercise finished the teacher ordered to the students to answer the exercise one by one based on their answer before and the teacher corrected the answer if there were wrong answers. The last, the teacher asked the students to collect their answer.

Based on the third observation, the second teacher taught listening in the classroom and applied media LCD to teach listening skill. The topic of the lesson are listen to English song and Adjective that in a drama entitled “*sister and brother*” and a dialog about adjective.

Pre – listening.

In the beginning of the lesson, the teacher prepared the media to teach listening such as; LCD, Speakers, and Laptop to play the drama.

While – listening

The teacher played the drama and the students paid attention and listened to it. The teacher explained and made another examples about the topic based on

the drama that they heard before. Then, the teacher asked the students to take a piece of paper. So, the teacher asked the students to write some sentences by using adjective based on things that the teacher showed to the students. The last, the teacher and the students discussed the correct answers.

Post – listening

The teacher asked to the students to collect the answers. Then, the students collected the answers on the teachers' table. At the end of the lesson, the teacher played the English song. Then the teacher closed the lesson by saying hamdallah.

B. Discussion

1. The Media Applied in Teaching and Learning Listening

The application of media is really helpful, but it depends on how teachers implement them. Based on the interview and observation, the teachers in MAN 1 Marabahan applied the media for teaching listening such as; tape recorder, cassette, speakers and LCD. They applied that media to teach try out exercises and drama movie. Media can helps teachers easier in teaching and learning process. This is in line with Asokhia in her online article entitled “Educational Technology Media Method in Teaching and Learning Process” that the kinds of media that used by the teachers include in audio and visuals groups. Audio dealing with what is heard such as tape recorder, LCD and speakers and visual dealing with things that can be seen such as object and LCD.

Based on the interview with the English teachers, the students were more interesting in the lesson where media is applied in learning listening than without applying the media. The students enjoy learning listening by using the media because the teachers did not always apply media to teach English language.

Based on the interview, the teachers have some problem in applying the media in teaching listening skill. The problem lies in the media and the place for teaching listening skill. The media tape recorder for example, did not functioned well, so it makes the teachers difficult to use it. The school should have a language laboratory to teach listening skill and for the other skill, so that can simplify for teacher to teach.

In teaching and learning listening, the teachers actually not only used that media and just that topic, but the teachers should be trained many other topics because students would face national examination. The teachers can use other media such as; radio, audio-tapes, Video and Computer-Assisted Language Learning.

By using media students learn to listen and grasp meaning from English spoken at a normal or near-normal speed; they also are introduced to a variety of different accents, speech patterns and voice types.

Media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. Short film and television clips,

written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Media can help teachers to get students' attention back and to make learning process more effective. Therefore, the use of media really helps both teachers and students in teaching – learning process.

In an online journal article entitled “the use of media in teaching learning process” explained that media can help teachers to teach listening easily. Media is important in teaching listening, it is impossible to make actions teaching with learning without using media. Besides that, applied the media in teaching and learning process will make the lesson more interesting and understandable.