

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter of the research explains the finding and discussion of the research. The finding describes what the researcher found in the field while in discussion, the researcher discusses the relation of the finding with the theory and previous studies.

#### **A. FINDING**

This section describes the student's difficulties in listening skill of the twelfth grade at Madrasah Aliyah Al-Istiqomah Pekapuran Raya Banjarmasin, the teacher's effort to overcome difficulties in student's listening skill of the twelfth grade at Madrasah Aliyah Al-Istiqomah Pekapuran Raya and the factors influencing the teacher's effort to overcome difficulties in student's listening skill of the twelfth grade at Madrasah Aliyah Al-Istiqomah Pekapuran Raya.

##### **1. The Student's Difficulties in Listening Skill of the Twelfth Grade at Madrasah Aliyah Al-Istiqomah Pekapuran Raya Banjarmasin**

In order to find out the student's difficulties in listening, the researcher used questionnaire. The student's difficulties in listening of the twelfth grade of Madrasah Aliyah Al-Istiqomah Pekapuran Raya can be seen in the following table:

**Table 4.1 Tape Recorder's Appropriate Condition**

No	Option	Frequency	Percentage
1	Good Condition	18	42.9%
2	Bad Condition	24	57.1%
Total		42	100%

Table 4.1 shows that tape recorder is in inappropriate condition. There are 18 students (42.9%) who reported that the tape recorder is in appropriate and good condition; however, there are 24 students (57.1%) who reported tape recorder is not in good condition to learn listening skill.

**Table 4.2 Students Familiarity with Learning Listening Skill in Classroom**

No	Option	Frequency	Percentage
1	Familiarity	16	38.1%
2	No Familiarity	26	61.9%
Total		42	100%

Table 4.2 shows that most of students were not familiar with learning listening skill in classroom. There are only 16 students (38.1%) out of 42 students (61.9%) who are familiar with learning listening.

**Table 4.3 Student's Concentration when Students Learn Listening Skill in Classroom**

No	Option	Frequency	Percentage
1	Student Concentrate	21	50%
2	No Concentrate	21	50%
Total		42	100%

Based on table 4.3, it is shown that there are 21 students (50%) who could concentrate. There are also 21 students (50%) who could not concentrate. Between student's could concentrate and student's could not concentrate is balanced.

**Table 4.4 The Sound of Native Speaker in Tape Recorder is Clear When Tape Recorder is Used**

No	Option	Frequency	Percentage
1	Clear Sound	32	76.2%
2	Not Clear Sound	10	23.8%
Total		42	100%

Table 4.4 shows that most of students (76.2%) reported the sound of native speaker in tape recorder is clear when tape recorder is used. There are 32 students (76.2%) who could listen sound native speaker distinct, however there are 10 students (23.8%) who reported that the sound of native speaker in tape recorder is not clear.

## **2. The Teacher's Effort to Overcome Student's Difficulties in Listening Skill of the Twelfth Grade at Madrasah Aliyah Al-Istiqomah Pekapuran Raya**

The researcher used observation to get teacher's effort to overcome student's difficulties in listening skill.

### **The First Observation on 2 November 2017**

In the first observation, the researcher finds teacher's effort in classroom is teacher's used media, like tape recorder to help students learn. The teacher used tape recorder in every time learning listening. Although learning listening is not in every English lesson. Teacher's effort was also found in the first observation is teacher's order students to always listen to music, news radio/television in English language at home. Students should write the gist by listening to music or news.

### **The Second Observation on 8 November 2017**

Based on the second observation, the researcher found teacher's effort in classroom is teacher arranged watching the movies to exercise student's listening. Teacher does this to familiarize students with English listening. The teacher also gives material with student's listening skill, like student's choose listening short text. This teacher's effort to facilitate student's understand material. But this teacher's effort make students left behind lesson because teachers teach listening adapt with student's ability.

### **The Last Observation on 9 November 2017**

Based on the last observation to find teacher's effort, the researcher found that teacher's effort is the teacher gave exercise and listening material with native speaker. This effort is useful to introduce students with the sound and voice of native speaker. It makes students familiar with the sound of native speaker although students do not understand the sound by native speaker. When the sound

of tape recorder was not clear or it was broken. The teacher will take the role of native speaker. Teacher's effort to overcome student's know accent native speaker. The teacher overcome students knowledge of native speaker accent by giving example of the accent of native speaker.

### **3. The Factors that Influence the Teachers' Effort to Overcome Student's Difficulties in Listening Skill of the Twelfth Grade at Madrasah Aliyah Al-Istiqomah Pekapuran Raya**

The factors that influence teacher's effort are student's listening ability, student's interest in listening skill, students who always ask question if students do not understand the lesson by teacher, student's opinion on listening skill is fun, using media by teacher, student's motivation to improve listening skill, and student's hobby to listen to songs. The student's listening ability of English subjects can be seen in the following table:

**Table 4.5 Student's Listening Ability**

<b>No</b>	<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
1	Above 50	9	21.4%
2	Under 50	33	78.6%
Total		42	100%

Table 4.5 shows that students' ability is low. There are 9 students (21.4%) whose scores were above 50, however there were 33 students (78.6%) whose scores were under 50.

**Table 4.6 Student's Score in Listening (Teacher's document) at Class XIIB**

No	Nama	Score
1	AM	27
2	HA	47
3	KH	41
4	K	47
5	MQ	34
6	MR	54
7	MA	32
8	ML	54
9	MW	27
10	NRA	54
11	NL	20
12	NA	41
13	NY	27
14	NLH	27
15	NH	27
16	P	34
17	RA	34
18	R	34
19	RAH	47
20	RAS	27
21	RAA	27
22	RPA	27
23	S	47
24	SF	41
25	SP	14
26	SSR	41
27	SA	54
28	YFP	57
Mean score		37.25

Based on the table 4.6 it can be seen that there were only 5 students whose scores are above 50 and more than 23 student's whose scores under 50. The mean score to XIA is 37.25.

**Table 4.7 Student's Score in Listening (Teacher's document) at Class XIA**

No	Name	Score
1	AB	27
2	AF	47
3	AR	54
4	HA	41
5	MS	34
6	ME	57
7	MI	32
8	I	54
9	R	27
10	RQ	54
11	NSM	41
12	NN	27
13	MAF	41
14	MA	27
Mean score		40.21

Based on the table 4.7 it can be seen that there were only 4 students whose scores were above 50 and more than 10 student's whose scores were under 50. Mean score to XIIB is 40.21.

**Table 4.8 Student's Interest in Listening Skill**

No	Option	Frequency	Percentage
1	Like	17	40.5%
2	Dislike	25	59.5%
Total		42	100%

Table 4.8 shows that students disliked listening skill. There were 17 students (40.5%) who liked listening, however there were 25 students (59.5%) who disliked listening skill.

**Table 4.9 Students who Always Ask Question if Students Do Not Understand the Lesson**

No	Option	Frequency	Percentage
1	Always	21	50%
2	Never	21	50%
Total		42	100%

Based on table 4.9, it is shown that there were 21 students (50%) who always asked question. There were also 21 students (50%) who never asked question. Between students who always ask question and students who never ask question is balanced.

**Table 4.10 Student's Opinion on Listening**

No	Option	Frequency	Percentage
1	Fun	24	57.1%
2	Boring	18	42.9%
Total		42	100%

Table 4.10 shows that student's opinion of listening is fun. There were 24 students (57.1%) who think that listening skill is fun. However there were 18 students (42.9%) who think that listening skill is boring.

**Table 4.11 Using Media by Teacher**

No	Option	Frequency	Percentage
1	Yes	22	52.4%
2	No	20	47.6%
Total		42	100%

Table 4.11 shows that teacher used media with maximally when English teacher gives lesson of listening skill. There were 22 students (52.4%) who



reported that the teacher used media, however there were 20 students (47.6%) who reported that the teacher did not use media.

**Table 4.12 Student's Motivation to Improve Listening Skill**

No	Option	Frequency	Percentage
1	Yes	14	33.3%
2	No	28	66.7%
Total		42	100%

Table 4.12 shows that students were not motivated to improve listening skill if student's score was less than standard. There were 14 students (33.3%) who were motivated; however, there were 28 students (66.7%) who were not motivated to improve listening skill if student's score is less standard.

**Table 4.13 Student's Hobby of Listening to Songs**

No	Option	Frequency	Percentage
1	Hobby	16	38.1%
2	Not hobby	26	61.9%
Total		42	100%

Table 4.13 shows that students do not have hobby in listening to songs and students do not look for meaning of songs. There are 16 students (38.1%) who have no hobby, however there were 26 students (61.9%) who do not have hobby in listening.

## **B. DISCUSSION**

In this section, the researcher discusses the relation of the finding with the theory and previous research.

### **1. The Student's Difficulties in Listening Skill of the Twelfth Grade at Madrasah Aliyah Al-Istiqomah Pekapuran Raya Banjarmasin**

Based on the finding, student's difficulties in listening skill is facilities. The condition this facilities is tape recorder reasonable used to learning listening skill just (42.9%). According to Noor Maulidiyah in one of points journal *The Students' Problems In Listening Comprehension*, "unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension". Based on the finding, condition of tape recorder is less good and theory by Maulidiyah said unclear sounds resulting from a poor-quality CD-player and this condition interfere students' in listening comprehension. Good condition of tape recorder is sound tape recorder is clear and the tape recorder is not broken die. Based on the finding and theory is quality of sound by tape recorder have influence in learning listening. The result has been raised that tape recorder is in inappropriate and bad condition.

Based on the finding, the students (61.9%) were unfamiliar with learning listening skill in class. English language is not daily language in students life. According to Noor Maulidiyah in one of points journal *The Students' Problems In Listening Comprehension*, "I have difficulty understanding speakers with unfamiliar accents". Based on the finding, students' unfamiliar with learning listening skill in class and theory by Maulidiyah said students' difficulties

understanding speakers with unfamiliar accents. Accent be cause students' unfamiliar with learning listening in class.

Based on the finding, the student's ability to concentrate when students learning listening skill in class. Balanced 50% of students could concentrate when listening while 50% could not concentrate. According to Noor Maulidiyah in one of points journal *The Students' Problems In Listening Comprehension*, "It is difficult for me to concentrate with noises around." Based on Maulidiyah students' difficult to concentrate with noises around and based on the finding one of difficulties which exist in listening skill faced by the students are ability to concentrate in a noisy class and the sound of tape recorder is not clear.

Based on the finding, the sound of native speaker by tape recorder is clear or not when tape recorder is used to learning listening skill is enough high at 76.2%. According to Noor Maulidiyah in one of points journal *The Students' Problems In Listening Comprehension*, "unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension". Based on the finding, the sound of native speaker by tape recorder is good and Maulidiyah said unclear sounds resulting from a poor-quality CD-player and this condition interfere students' in listening comprehension. Condition the sound of native speaker in this is good, and that is mean students not interfere with unclear sounds.

Researcher consolidate between based on the finding in table 4.1 and 4.4 because this table has same meaning or point about tape recorder. In table 4.1

and 4.4 has been raised that tape recorder in condition less good but tape recorder is still could be used to learn listening skill.

## **2. The Teacher's Effort to Overcome Student's Difficulties in Listening Skill of the Twelfth Grade at Madrasah Aliyah Al-Istiqomah Pekapuran Raya**

There are teacher's effort to overcome student's difficulties in listening. The researcher has collected the data related to theory and observation of learning process in listening skill.

- a. Teacher's effort to overcome the unfamiliarity of students with learning listening because unfamiliar of accents is teacher order students' practice to listening to music or news. According to Yagang, (1993) Give practice in liaisons and elisions in order to help students get used to the acoustic forms of rapid natural speech. It is useful to find rapidly uttered colloquial collocations and ask students to imitate native speakers' pronunciation. Yagang said give practice in liaisons and elisions in order to help students get used to the acoustic forms of rapid natural speech and researcher found teacher's effort is teacher order students' practice to listening to music or news.
- b. Teacher's effort to overcome the problems of student related to concentration in learning listening because ability to concentrate in a noisy class and the sound of tape recorder is not clear. Teacher keep order students' practice listening anything used English language to familiarize concentration in listening. According to Yagang, (1993) Teachers should familiarize their students with the rules of pronunciation in order to help them hear the

different forms of rapid natural speech and ask them to imitate native speakers' pronunciation." Yagang said Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation and based on the finding, teacher's effort is teacher order students' practice listening anything used English language to familiarize concentration in listening although situation classroom or noises around and and the sound of tape recorder is not clear. Teacher's effort also is teacher give material with students' listening skill, like students' choose listening short text. That teacher's effort give exercise students' familiarize concentration.

- c. Teacher's effort when suddenly tape recorder is broken. Teacher will be in the role of native speaker instead. According to Azmi Bingol, Celik, Yidliz, & Tugrul Mart, in some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learner's listening (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014). Based on Azmi, the quality of sound system tape recorder is very important from comprehension of student's listening. Based on teacher's effort here. Teacher will be in the role of native speaker instead reported that sound system tape recorder is very important to learn listening.

### **3. The Factors Influence the Teachers' Effort to Overcome Student's Difficulties in Listening Skill of the Twelfth Grade at Madrasah Aliyah Al-Istiqomah Pekapuran Raya**

Based on the finding, the students have low ability since there were only 9 students who got score above 50 and 33 students who got scores under 50. The mean score to XIIA is 37.25 and mean score to XIIB is 40.21. According to Slameto, ability is “skills consisting of three types, namely the ability to confront and adapt to new situations quickly and effectively, to know / use abstract concepts effectively, to know the relation and learn it quickly” (Slameto, 1995,p.56). From the description above it can be concluded that ability in humans will be escorted to the ability to the environment where it resides and its ability to solve all the problems faced by using his mind.

Based on the finding, the student's interest in listening is low at 40.5%. Student's low interest in listening is the influencing factor that affect teacher's effort to overcome student's difficulties in listening. According to Oxford Learner's Pocket Dictionary, interest is the tendency of the heart towards something, passion, desire. Based on the finding, the student's interest in listening is low. Based on Oxford Learner's Pocket Dictionary, interest is the tendency of the heart towards something, passion, desire. So, students' interest with listening is low because students have not the tendency of the heart towards something, passion, desire in self.

Students question if students do not understand the lesson explained by the teacher as balanced at 50%. Balanced between students always ask question and students never ask question be worry by teacher because balanced can easy change be students never ask question. According to Suryasubrata (1972), motive is “a person's personal circumstances that encourage individuals to perform

certain activities in order to achieve a goal". Based on the finding, students' motivation to ask question if students do not understand the lesson explained by teacher is 50% and based on Suryasubrata happen because students not enough motivation to learn listening, and Suryasubrata said motivation is a person's personal circumstances that encourage individuals to perform certain activities in order to achieve a goal.

Based on the finding, the student's opinion whether listening is fun or not of the twelfth grade of Madrasah Aliyah Al-Istiqomah Pekapuran Raya as enough high at 57.1%. This factor influences teacher's effort because student's opinion that listening skill as fun is in enough category. This can be supported for teacher's effort. According to Oxford Learner's Pocket Dictionary, interest is the tendency of the heart towards something, passion, desire. Based on the finding, students enough interest in listening because students enjoy listening. Oxford Learner's Pocket Dictionary said interesting is the tendency of the heart towards something, passion, desire. Students feel and interested in listening because students have tendency of the heart towards something, passion, desire.

The use of media by teacher of the twelfth grade of Madrasah Aliyah Al-Istiqomah Pekapuran Raya is high enough at 52.4%. The teacher used media maximally when English teacher gives listening lesson. According to Supriyono and Abu Ahmadi (2000), the learning tool will determine: Changes in teaching methods of teacher's, therein in terms of science on the minds of children, and meet the demands of the various types of children. Incomplete learning facilities

will take learning process is less good lesson. Students will have difficulty in absorbing the subject matter if the facility owned is incomplete.

Student's motivation to improve listening skill of the twelfth grade of Madrasah Aliyah Al-Istiqomah Pekapuran Raya as shows in table 4.13 low at 33.3%. Students are not motivated to improve listening skill if student's score is less than standard. According to Suryasubrata (1972), motive is "a person's personal circumstances that encourage individuals to perform certain activities in order to achieve a goal". Based on the finding, students' motivation to improve is low and based on Suryasubrata motivation is a person's personal circumstances that encourage individuals to perform certain activities in order to achieve a goal. Based on the finding and theory by Suryasubrata related to student's motivation to improve listening is low because students do not have personal circumstances that encourage individuals to get a goal.

Student's hobby of listening to songs is low at 38.1%. Although student's hobby to song is low, the teacher thinks of alternative way to make students interested in learning listening such as teacher arranged watching movie together in classroom. Ahmad in his book *Pengantar Filsafat Pendidikan Islam*, interest is defined as "the tendency of the soul toward something because something has meaning for us" (Ahmad, 1989, p.88). Based on the finding, the student's hobby of listening to songs is low because students are not interested in listening. Whereas based on Ahmad interest is the tendency of the soul toward something because something has meaning for us. If students have interest and something has meaning for us in listening, students will have hobby to listen to songs.