

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION.

This chapter presents the investigation's methodology, conclusions, and discussion. There are two sections to this chapter. The paper's first section presents the research findings, while the second discusses.

4.1 Research Findings

Some of the research projects for the class are covered in this section. The Researcher put the findings into practice throughout the entire investigation. The Researcher finished the last phase.

4.1.1 Finding of Before Actions

At a private madrasah in Gunungsitoli, I conducted Research. Every student who wishes to attend this school must be willing to board during their academic career at the Ummi Kalsum Islamic boarding school, which oversees the institution's establishment. Because the coronavirus disease 19 (covid19), whose transmission was so quick, was endemic in Indonesia, particularly in the area of Gunungsitoli City where researchers lived and conducted their Research, almost all schools at the time of the study conducted the teaching and learning process online. However, the school where the Researcher conducted the study still engaged in face-to-face teaching and learning, albeit with a shorter learning period of hours.

I was surprised by the size of the classroom when I first walked into the first science session for students in grade X. With plenty of ventilation to let air in and a friendly environment for pupils to study in, They gave me a warm welcome and asked what my goal was for their class. Alhamdulillah, when I introduced myself and explained my objectives to their class, they were eager to answer my questions and agreed to my request to conduct Research. One of them asks a question, and I eagerly

respond since I am overwhelmed by how enthusiastically and warmly they have welcomed me as a researcher. The teacher told me to stand behind them and watch their teaching and learning. If their teacher spoke to them in English, I observed that many still did not understand. Some pupils yelled at the teacher to do the lesson and instruction in Indonesian simply because it was easier to understand. Some students seem uninterested when the teacher presents the material in a language they have never heard. Though some are periodically confused and ask the teacher to clarify what they mean, only some need help understanding what the teacher is saying.

Many students needed to be more interested in the teacher's explanation of the material and preferred conversing with their peers. Because each class includes a range of intellectual abilities, it is our responsibility as teachers to be familiar with the subject matter in advance and to choose the media and instructional strategies that will work best. A strategy must be applied for students to learn English more easily.

When planning lessons to be taught, we as professional teachers must pay attention to the characteristics and abilities of each student in order to gauge their aptitudes and support the teacher in presenting the material to the class. If the approach is practical, it will be simpler for the teacher to comprehend her students during the teaching and learning process. English evolved into a language that everyone needed to learn and understand after residing in England for a while.

As a result, the teacher must be knowledgeable about the techniques that should be used to prevent students from getting bored and giving up on studying, especially during English classes. I watch the teacher sit in a chair and discuss concepts without using the proper approach or technique. Students listen without challenging their understanding of the material as the teacher reads from the textbook to them.

Table 4.1 Students Score

No	Initial Name	Score	Criteria
1.	NKG	53,3	Unsuccessful
2.	KZN	60	Unsuccessful
3.	WSB	53,3	Unsuccessful
4.	I.A.T.	60	Unsuccessful
5.	NZ	66,6	Unsuccessful
6.	M.S.L.	60	Unsuccessful
7.	AUG	53,3	Unsuccessful
8.	A.S.G.	60	Unsuccessful
9.	FHL	53,3	Unsuccessful
10.	D.A.Z.	60	Unsuccessful
11.	MNA	66,6	Unsuccessful
12.	ANT	53,3	Unsuccessful
13.	SNP	46,6	Unsuccessful
14.	P.M.C.	60	Unsuccessful
15.	RWK	46,6	Unsuccessful
16.	END	53,3	Unsuccessful
17.	RNT	53,3	Unsuccessful
18.	S.N.T.	60	Unsuccessful
19.	A.S.L.	40	Unsuccessful
20.	M.S.G.	80	Successful
21	M.A.N.	40	Unsuccessful
22	Q.A.S.	80	Successful

23	A.H.G.	80	Successful
24	RA	46,6	Unsuccessful
25	KAG	53,3	Unsuccessful
26	MAF	66,6	Unsuccessful
27	DND	66,6	Unsuccessful
Total $\sum x$		1565,9	
The Mean Score		57,9	

27 students took the test, and the pre-test table shows that their combined score was 1565,9; as a result, the students' mean was :

$$X = \frac{\sum x}{n}$$

$$X = \frac{1565,9}{27}$$

$$X = 57,9$$

Students listening skills in English class remained low, as shown in the table above. The students' average was 57.9 points. The following formula was used to determine whether pupils were competent:

Table 4.2 Distribution of Students' Listening Skills in English Lesson for Pre Test

Criteria	Total Students	Percentage
Successful	3	11,1 %
Unsuccessful	24	88,9 %

The table above shows that English class students' listening comprehension needs to be improved. Out of 11 per cent of students, just three met the requirements. Twenty-four students, or 88.9%, obtained an Unsuccessful score, indicating that the

students' listening abilities in English class have remained subpar.

4.1.3 Causes and failure

When the Researcher first entered the classroom at this school, they concluded that the issue was that the students needed to be more motivated to learn, which caused them to become bored quickly and find it challenging to follow the teaching and learning processes.

4.1.4 The Result of the Interview

In the minds of the pupils, a lesson is challenging to understand because it is being taught in a foreign language, according to an interview with a student. They claimed that when their instructor discussed the subject in English, they did not understand, and they preferred to converse with their peers rather than listen to the teacher explain the material.

4.2 The finding of Cycle 1

4.2.1 Planning

The Researcher's goal was to solve the difficulty mentioned earlier. The efforts are centred on the children's difficulty in learning to listen. On September 2020, based on the outcome of the discussion and collaboration in a democratic environment :

a. Using English in the teaching and learning process.

I communicate with them through body language when they do not understand what I am saying. Some kids want to ask questions but do not know the English terminology, so I help them by writing it on the whiteboard and showing them how to pronounce it. I use a combination of languages to discuss the topic. When I first entered their class, I told them they had to speak and ask questions in English because I believed it would be easier for us to learn if we were all acclimated.

b. I am using the CALL method in the teaching-learning process.

I employed this technique when working on listening skills to make it simpler for them to understand. For instance, I show kids movies that use their eyes and hearing when working on listening skills. I use a laptop, LCD, and speaker to show the video to the class so they can hear and see it correctly. I asked them to respond to a few questions while seeing and hearing the movie after I had shown it to them.

4.2.2 Action

The teacher began by explaining the importance of listening to pupils and the impact of English on their life. The issue was introduced to the pupils by the Researcher, who also served as a teacher. The teacher then stopped playing the film and gave them a story-form question to fill in the blanks with.

4.2.3 Observation

In order to perform the Research during this phase of observation, I sought the aid of associates. Finding partners to work with in my study is what I am aiming for. Collaborators take a picture or record a specific event for the Researcher's use as documentation or as a souvenir. The Researcher will observe and document the student's actions throughout the teaching and learning process. The goal of observation is to record the process and compile data on what occurs when students are learning, such as their personalities, behaviours, and any issues that may arise.

4.2.4 Reflection

The Researcher is limited in time since, as long as Covid 19 is in effect, learning opportunities are limited, handshakes are not allowed, and there is only one research day per week. Afterwards, an LCD or projector is challenging to borrow from the office. The Researcher's time is limited since the administrative staff must first authorize and authorize teachers to use projectors, and staff members are frequently absent from the workplace when Research is being conducted. So the Researcher asked a friend to lend

him a projector.

When I explained their material to some of the kids, they paid little attention. I tried to chastise and advise them to pay attention to me before talking to their classmates so that those focused on the teaching and learning process would not be distracted. However, they were more interested in chatting with their peers.

4.2.5 The result of Post-Test I

No	Initial Name	Score	Criteria
1.	NKG	86,6	Successful
2.	KZN	86,6	Successful
3.	WSB	73,3	Successful
4.	IAT	66,6	Unsuccessful
5.	N.Z.	80	Successful
6.	MSL	86,6	Successful
7.	AUG	66,6	Unsuccessful
8.	A.S.G.	60	Unsuccessful
9.	FHL	53,3	Unsuccessful
10.	D.A.Z.	80	Successful
11.	M.N.A.	80	Successful
12.	ANT	73,3	Successful
13.	SNP	80	Successful
14.	P.M.C.	60	Unsuccessful
15.	R.W.K.	80	Successful
16.	END	53,3	Unsuccessful

17.	R.N.T.	60	Unsuccessful
18.	S.N.T.	80	Successful
19.	A.S.L.	80	Successful
20.	MSG	53,3	Unsuccessful
21.	MAN	66,6	Unsuccessful
22.	Q.A.S.	60	Unsuccessful
23.	A.H.G.	80	Successful
24.	R.A.	80	Successful
25.	KAG	73,3	Successful
26.	MAF	66,6	Unsuccessful
27.	D.N.D.	80	Successful
Total X		1939,4	
The mean score		71,8	

Since 27 students took the test and the student mean was 4 in the post-test I table, the student's overall score was 1939 :

$$X = \Sigma$$

$$X = 1939,4$$

$$X = 71,8$$

From the table above, The students in Madrasah Aliyah Swasta Ummikalsum's eleventh grade enhance their listening skills as seen in the table above. The average student score was 71.8%. The following formula was used to compute the Researcher:

4.2.6. Distribution of students listening in English lessons for post-Test I

Criteria	Total Students	Percentage
Unsuccessful	13	48,1 %
Successful	14	51,9 %

From the table analysis above, the student's listening skills increased on the topic using the CALL method to improve interesting English listening skills. From the criteria, 14 students got a successful score of 51,9 %. On another side, 13 students got an unsuccessful score of 48,1. It can be stated that students in Madrasah Aliyah Ummikasum's eleventh grade are interested in studying English listening using the CALL method.

4.3

Cycle II

4.4.1

Planning

After that, c

a. I am using English in the teaching and learning process.

It was the same in cycle I. It was also done in cycle II, where classrooms were opened, closed, and prayers were said in English.

b. I am using CALL in the teaching and learning process.

The Researcher employed the CALL method in cycle II, just as in cycle I. The Researcher brought a laptop, LCD, and projector to keep the students engaged and avoid boredom.

4.4.2 Action

In this step, the Researcher, acting as a teacher, informs the students about the issue. The teacher delivered a new set of materials using the same manner, namely text explaining materials. The teacher showed them a movie about characterizing someone and their favourite spot, which piqued their interest and curiosity; some laughed while watching the film, while others inquired about it.

4.4.3 Observation

The students paid more attention in the first meeting of cycle II, and many of them understood the content delivered by the Researcher. I am overjoyed since the value of the hearing test has risen this cycle.

4.4.4 Reflection

When I did this cycle, the student left the class because a guest called them, and they were not finished.

4.4.5 The result of Post-Test II

Table 4.5 Students Score

No	Initial Name	Score	Criteria
1.	NKG	100	Successful
2.	KZN	91,6	Successful
3.	WSB	83,3	Successful
4.	I.A.T.	75	Successful
5.	NZ	83,3	Successful
6.	MSL	91,6	Successful
7.	A.S.G.	75	Successful
8.	A.S.G.	75	Successful

9.	F.H.L.	75	Successful
10.	DAZ	83,3	Successful
11.	MNA	91,1	Successful
12.	A.N.T.	75	Successful
13.	SNP	83,3	Successful
14.	P.M.C.	75	Successful
15.	RWK	86,6	Successful
16.	END	66,6	Unsuccessful
17.	RNT	66,6	Unsuccessful
18.	SNT	83,3	Successful
19.	ASL	83,3	Successful
20.	M.S.G.	75	Successful
21.	M.A.N.	83	Successful
22.	Q.A.S.	75	Successful
23.	AHG	83,3	Successful
24.	RA	83,3	Successful
25.	K.A.G.	75	Successful
26.	MAF	83,3	Successful
27.	DND	66,6	Successful
Total X		2169,2	
The mean score		80,3	

According to the post-test II tables, the student received a total score of 2169,2 out of a possible 27 pupils, giving him or her a mean score of :

$$X = \Sigma$$

$$X = 2169,2$$

$$27$$

$$X = 80,3$$

According to the table above, the eleventh graders of Madrasah Aliyah Swasta Ummikalsum improve their listening abilities. The student's average grade was 80 out of 100. The following formula was used to assess students' proficiency :

Table 4.6 Distribution of Students' Listening Skills in English Lessons for Post-Test II

Criteria	Total Students	Percentage
Successful	24	89,9 %
Unsuccessful	3	11,1 %

From the table analysis above, the student's listening skills improved by using the CALL method to improve fascinating English listening skills. From the criteria, 24 students received a successful score of 89.9%, while three received a failed score of 11.1%. It can be stated that students in Madrasah Aliyah Ummikasum's eleventh grade are interested in studying English listening using the CALL method.

4.6 Report of Interview Sheet

When the Researcher interviewed a group of students, I asked about his interest in learning English, and the answer was that not all interested in the lesson. Because learning English is a tedious and challenging subject to understand, when learning, the teacher will only explain the material and then do the assignments.

Then, once I finished cycles I and II in their class, I performed an interview to

see if they grasped the listening learning content using the manner I used. I interviewed a few of them, and Alhamdulillah is pleased and interested because I did not make them drowsy or bored when we first started learning. I am thrilled with their answer. They were initially interested in something other than English, but using this method made them enthusiastic about learning. I did not get bored and quickly understood the lessons that were being presented.

4.4 Report of Listening List

NO	Initial Name	Pre – Test	Criteria (> 75)	Post– Test I	Criteria (> 75)	Post – Test II	Criteria (> 75)
		Score		Score		Score	
1	N.K.G.	80	Successful	86,6	Successful	100	Successful
2	KZN	80	Successful	86,6	Successful	91,6	Successful
3	WSB	53,3	Unsuccessful	73,3	Successful	83,3	Successful
4	I.A.T.	60	Unsuccessful	66,6	Unsuccessful	75	Successful
5	NZ	53,3	Unsuccessful	80	Successful	83,3	Successful
6	M.S.L.	80	Successful	86,6	Successful	91,6	Successful
7	AUG	53,3	Unsuccessful	66,6	Unsuccessful	75	Successful
8	A.S.G.	60	Unsuccessful	60	Unsuccessful	75	Successful
9	F.H.L.	40	Unsuccessful	53,3	Unsuccessful	75	Successful
10	D.A.Z.	60	Unsuccessful	80	Successful	83,3	Successful
11	MNA	53,3	Unsuccessful	80	Successful	91,6	Successful
12	ANT	46,6	Unsuccessful	73,3	Successful	75	Successful
13	SNP	40	Unsuccessful	80	Successful	83,3	Successful

14	P.M.C.	60	Unsuccessful	60	Unsuccessful	75	Successful
15	RWK	66,6	Unsuccessful	80	Successful	86,6	Successful
16	END	53,3	Unsuccessful	53,3	Unsuccessful	66,6	Unsuccessful
17	R.N.T.	60	Unsuccessful	60	Unsuccessful	66,6	Unsuccessful
18	SNT	66,6	Unsuccessful	80	Successful	83,3	Successful
19	ASL	53,3	Unsuccessful	80	Successful	83,3	Successful
20	MSG	46,6	Unsuccessful	53,3	Unsuccessful	75	Successful
21	M.A.N	60	Unsuccessful	66,6	Unsuccessful	83,3	Successful
22	Q.A.S.	60	Unsuccessful	60	Unsuccessful	75	Successful
23	AHG	53,3	Unsuccessful	80	Successful	83,3	Successful
24	RA	66,6	Unsuccessful	80	Successful	83,3	Successful
25	KAG	46,6	Unsuccessful	73,3	Unsuccessful	75	Successful
26	MAF	66,6	Unsuccessful	80	Successful	83,3	Successful
27	DND	53,3	Unsuccessful	60	Unsuccessful	66,6	Unsuccessful
Σx		1565,		1939,		2169,	
		9		4		2	
X		57,9		71,8		80,3	

X = the mean of the student's

score Σx = the total score

The mean of the students' listening proficiency rose on pre-test, post-test I in

Cycle I, and post-test II in Cycle II.

**The result of Students' Student Scores for Pre-Test, Post-Test I, Post-
Test II**

	Meeting	Get Score of Students > 75	Percentage
Pre- Test	I	3	11, 1 %
Post-Test I	II	14	51, 9 %
Post-Test II	III	24	88, 9 %

The table made it evident that there were more students overall. In the pre-test, only 11,1% (3 students) received a score of 75 or higher; in the post-test, 51,9% (14 students) received a score of 75 or higher. 24 students out of 88,9 who took the post-test II received a score of 75 or better. The active learning method helped pupils at Mas Swasta Ummikalsum Kota Gunungsitoli develop their listening abilities.



