

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided in two parts. The first part is the research findings and the second part is discussion. This chapter will answer problem of the research chapter I. The statements of the problems to be discussed “How does listening team model (LTM) improve students’ speaking skill at Madrasah Aliyah Swasta Al – Washliyah 22 Tembung?”

4.1 The Preliminary Study

A preliminary study was conducted on Thursday, July 27th 2023 in Madrasah Aliyah Swasta Al – Washliyah 22 Tembung. This action was done at first semester of the eleventh grade students of Madrasah Aliyah Swasta Al – Washliyah 22 Tembung academic year 2023/2024. When the researcher took part in the class for preliminary study, the researcher found some problems in the classroom. One of them was the problem of speaking. There were so many students who dont want to be asked to speak English, this is caused by several factors that cause students not to want to speak. The first factor is the lack of self – confidence that makes the embarrassed to speak. The second is difficulty in pronounciation when speaking. The last factor is the lack of student in English lesson because it is difficult to translate.

A. Before the Implementation of CAR (Classroom Action Research)

The Result of Pre – Test

Pretest has been done before CAR (Classroom Action Research). It was carried on Saturday, July 29th 2023. Starting at 09.40 WIB. Initial test used to measure students' skill to speak conversation that have been given by researcher. Based on the results of the pre – test obtained average data pretest was 56.25. There were only two students who obtained the minimum competences criteria (KKM). Another 25 students fall under the criteria. Lowest achievement obtained a score of 27 students. From this analysis it can be seen that almost all students' speaking skill in conversation are still low.

B. The Implementation of CAR (Classroom Action Research)

4.2 The First Cycle of CAR (Classroom Action Research)

The researcher also have done some steps in the first cycle, they were planning, acting, observing, and reflecting. The first cycle was conducted into two meetings. It was done on Thursday and Saturday, August 3rd and August 5th 2023. Here the activities that have done in every steps :

4.2.1 Planning

In the planning steps, the researcher prepared the teaching learning process resources, such as the material, observation sheets, and attendance list in order to know students' activity in joining teaching learning process. The researcher also prepared a test to measure students' speaking skill.

4.2.2 Acting

In this step, the researcher conducted activities according to the schedule that was arranged in the planning stage. As acting, the researcher implemented listening team model. The researcher also explained about the advantages of listening team model in learning process. The researcher began the class by asking the students to take seat well and asking them to focus on researcher's explanation, then giving some explanation that related to the material in order to bring them to enter to the theme would be given.

4.2.3 Observing

Observation sheet was used to measure the level of the students' activities during teaching learning process. The observation was focused on situation of teaching learning process in which listening tem model was applied students' activities and behavior students' speaking skill and interaction between teacher and students.

Based on the observation sheet, the researcher encouraged the students to be brave in expressing their ideas. The students listened and paid attention to the researcher's explanation and instruction.

4.2.4 Reflecting

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning by using listening team model, the students' difficulties and got some problems while learning process. It would be asked by teacher in the end of the meeting. Through

the reflecting, the researcher knew the problems and the result of the students when did test.

From the students' response and the students' scores, the researcher continued in the cycle two in hoping it could be better than before. Second cycle was held to improve score of the students' speaking skill.

4.2 The Second Cycle of CAR (Classroom Action Research)

The cycle II was done based on the result of cycle I. If the result from observation told that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. The cycle II was done on Thursday and Saturday, August 10th and August 12th 2023. The steps that were done by the researcher in the cycle II were :

4.2.1 Planning

In the planning, the researcher arranged lesson plan based on the teaching material, improved the teaching media, prepared the teaching aid, and prepared the observation sheet.

4.2.2 Acting

In this step, the researcher prepared all the things better than the first cycle. The researcher had good motivation to conduct the second cycle was carried out in two meetings. In this step, there were some activities that had been done by the researcher. First, the researcher explained about the material, and give some example to make the students more understood it. After they were know and the

language features of material, the researcher was applied listening team model to improving the students' speaking skill.

4.2.3 Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English Teacher as the collaborator. Based on the observation sheet, the researcher could manage the classroom effectively. The researcher was serious in teaching learning process. The students activity during teaching and learning process had been observed.

4.2.4 Reflecting

In this cycle, the researcher motivated the students before teaching the students' activities in learning process were maximum enough, they were more interesting and enthusiastic in learning process. In this cycle many students asked to the researcher about the meaning of difficult words.

4.4 Data Analysis

The research involved quantitative and qualitative data. The quantitative data was obtained from the mean score of students' test result. The qualitative data was obtained from the observation sheet, diary notes, interview, and documentation. The data was taken from a class which consist of 27 students. The class was eleventh grade MIPA – 2. It was accomplished in two cycle. Every cycle consist of four steps of action research like planning, acting, abserving, and reflecting. The first and second cycle were gathered in six meeting. The first cycle including pre – test and post – test 1 which which conducting in three meetings.

The second cycle was conducted in three meetings also in the last of second cycle the students were taken the test as post – test 2. So, there were six meetings in this research.

4.4.1 Quantitative Data

The quantitative data were taken from the result which were carried out into two cycle. In two cycle, researcher conducted 6 meetings. Researcher gave test at the end of each cycle. The students' score increase from the first speaking test to the last speaking test. It can be seen at table below:

Table 4.1 The Students' Score in Speaking Test

No.	The Initial of Students' Name	Scores		
		Pre-Test	Post-Test I	Post-Test II
1.	AM	45	68	81
2.	AFP	49	75	90
3.	AM	50	65	80
4.	AQ	55	69	82
5.	DS	50	75	90
6.	FS	48	63	80
7.	FY	50	65	80
8.	HZ	49	74	88
9.	KS	53	66	80
10.	KC	50	65	80
11.	LA	47	72	80
12.	MA	60	75	90
13.	NS	65	69	80
14.	NA	75	77	90
15.	ND	54	62	73
16.	NAN	56	63	74
17.	NFA	64	75	90

18.	NH	50	73	80
19.	RSA	60	75	90
20.	RA	66	75	90
21.	SA	61	70	80
22.	SF	50	65	74
23.	SS	60	75	90
24.	SA	59	73	83
25.	SF	60	75	90
26.	TH	58	74	87
27.	ZKA	75	77	90
TOTAL		$\Sigma X = 1.519$	$\Sigma X = 1.910$	$\Sigma X = 2.262$
		$X = 56,25$	$X = 70,74$	$X = 83,77$

Researcher gave a conversation test to the students in the end of each cycle.

It was found that the means of students' score was kept improving from the pre – test until post – test second cycle. To know the mean of students' score can be seen in the following formula:

$$X = \frac{\Sigma x}{N}$$

In the pre-test, the total score of the students was 1.519 and the number of the students who took the test was 27 students, so the mean of the students score was:

$$X = \frac{1.519}{27} = 56.25$$

In the post-test of the first cycle, the students score was 1.910 and the number of the students who took the test was 27, so the mean of the students score was:

$$X = \frac{1.910}{27} = 70.74$$

In the post-test of the second cycle, the students score was 2.262 and the number of the students who took the test was 27, so the mean of the students score was:

$$X = \frac{2.262}{27} = 83.77$$

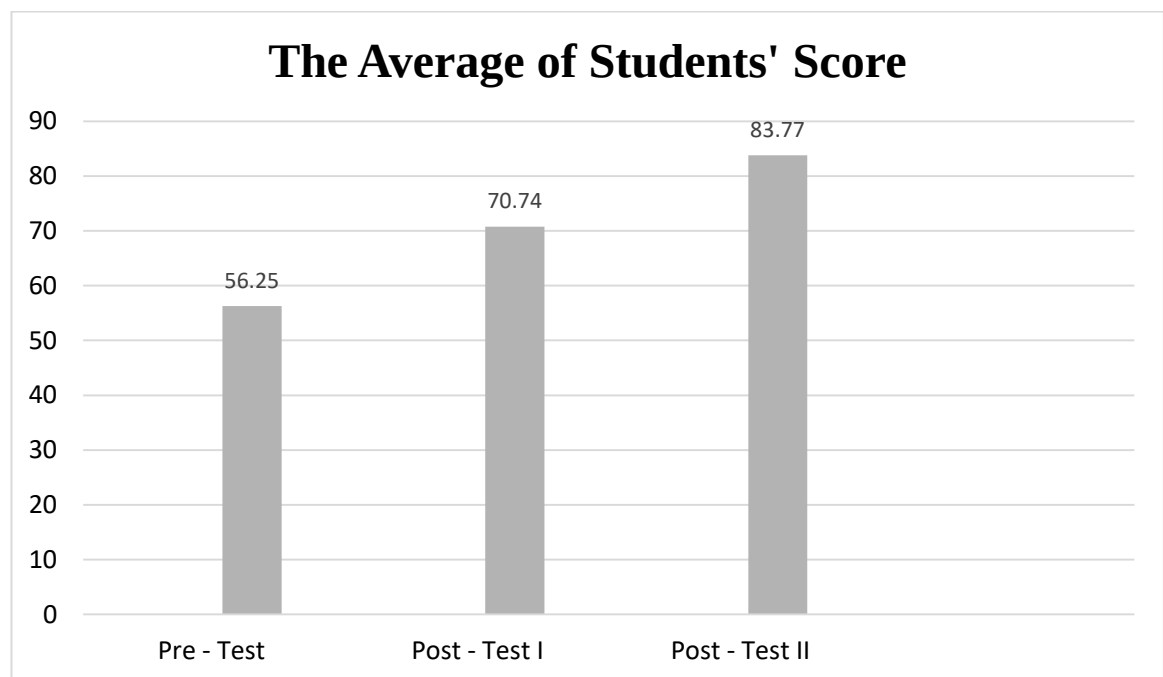


Figure 4.2 The Graphic of the Students' Score

The number of pass students was calculated by formula:

$$P = \frac{R}{T} \times 100\%$$

In the pre-test, the students who got point up to 75 consisted 2 students, so the percentage was:

$$P1 = \frac{2}{27} \times 100\% = 7.40\%$$

In the post-test I the students who got point up to 75 consisted of 10 students, so the percentage was:

$$P2 = \frac{10}{27} \times 100\% = 37.03\%$$

In the post-test II, the students who got point up to 75 consisted of 24 students, so the percentage was:

$$P1 = \frac{24}{27} \times 100\% = 88.88\%$$

Table 4.3 The Percentage of The Improving Students' in Speaking Skill of Conversation

Test	Students who got up to 75	Percentage
Pre – Test	2	7.40%
Post – Test I	10	37.03%
Post – Test II	24	88.88%

In the table above showed the improvement of the students' score of the pre – test to the second post – test. In the pre – test, there was 7.40% from 2 students who got points up to 75. The first post – test was 37.03% from 10 students who got points up to 75. The second post – test was 88.88% from 24 students. The improvement was about 44.45%. It meant during the test, there was improvement in reading comprehension of conversation.

4.4.2 Qualitative Data

The qualitative data was taken from the 4 sources, namely from observation sheets, interview, diary notes, and documentation.

a. The Observation Sheet

Researcher observe students, situations, conditions, and what problem found during the teaching and learning process at each meeting. That the researcher filled out the observation sheet to determine student activity. During the teaching and learning process the Listening Team Model (LTM) was applied to improve students' speaking skill in conversation. This is also done to find out how the interaction between researcher and students. From observation, the researcher noted that these students were active and enthusiastic in learning conversation using the Listening Team Model (LTM).

b. Interview

The interview was done before conducting the first cycle. It was found out that the teachers problem in teaching speaking were lack of model in teaching speaking skill.

The teacher said *"I asked them to make a group presentation and give them the material for the presenting in front of class, and the other students listened the explanation from their friends, after that I asked them to give the questions from member of presentation, in the end of class I also explaining the material, so they understand better."* It's mean the model the teacher used uninterested for the students.

The interview also found the students' difficulties at speaking skill of conversation. Some students said *"I like miss, but sometimes I don't know the meaning of the word"*. It's mean not all the students did not like English,

but they are lack in vocabulary, and got confused how to says the word because felt difficult to pronounce the word.

The interview also done after implemented the model, it was found that the teacher agreed to use the model because she said that the model is good to use, and the students also gave positive input, she said that using the model could help them to understand the meaning of word that they have speak. When we were interviewing she said *“Yes, of course, it’s very motivated. Because the model can help the students to says the word easier. As we know that speaking is one of skill in English, so it’s very important. With this strategy, can help them to understand how to speaking the word, and the strategy that use is not monotonous.”*

The students also said *“Yes miss, because this is the first time learn use this model, and I enjoy miss, and help me to understand how to speaking the word easier use the model. (iya miss, karena saya baru kali ini belajar menggunakan model ini, dan saya menikmati miss, dan membantu saya memahami cara mengucapkan kata dengan lebih mudah dengan cara miss mengajar yang seperti ini)”*. It’s mean the students felt interested in learning speaking used Listening Team Model (LTM) and help them to understand the speaking skill easier.

c. Diary Notes

Diary note was written by the researcher during conducting the research in each meetings. The researcher did pre – test on Thursday and Saturday, July 27th and July 29th 2023. The researcher gave them the

questions. The students seemed very difficult to answer the questions. Some of them just keep silent, but other student just tried their best answer the question seriously.

The post – test of first cycle in two meetings. First meeting on Thursday, August 3rd 2023 and the second meeting on Saturday, August 5th 2023. In the first meeting of cycle one, the students were not really active. There were some students made noisy in the classroom and disturbed their friends. In this meeting, the students, were still not confident to express their opinion. While the second meeting of cycle one, half of the students already active and enjoyed the class, but half of the students still afraid to give their ideas and reluctant to say their opinion. The students were interested but the situation of classroom was still crowded.

In the post test of second cycle, the researcher did it two meetings that on Thursday and Saturday, August 10th and August 12th 2023. In the first meeting of cycle two, researcher motivated the students to speak in English. Therefore, almost of the students seemed active in the class and enjoyed the discussion. While the second meeting in the cycle two, seemed that the students speaking skills was improved. The students enjoyed the discussion, the students expressed their opinion, the students were more active and serious than before and the class was quiet and peace.

From the result of diary notes that conducted in two cycle, it can be concluded that teaching learning process was run well and listening team model created a good learning environment. Therefore, students could

active and enjoy the class. The situation of teaching learning process was comfort, lively, and enjoyable.

d. Documentation

The researcher used a camera to collect the data. Camera used to take a picture of the students and the researcher while teaching and learning process.

4.5 Findings

Based on the data analysis, it was found that using the Listening Team Model (LTM) was able to improve students' speaking skill. Students' ability increased significantly as shown in pre – test of 56.25 , in the first cycle of 70.74 and in the second cycle of 83.77 . The high score obtained was based on activities designed to make the teaching and learning process more enthusiastic, active, and eager to participate in the teaching and learning process by using the Listening Team Model (LTM) in conversation.

4.6 Discussion

Based on the quantitative data gathered from the students' score, it was found that the students made improvement during teaching learning process. The mean of the students in the second test were higher than the score in the first test and the third score was the higher. The students were understand the conversation about and could speak the conversation well, they were could answered some question given by the researcher. The mean the students happy in learning speaking skill by using Listening Team Model.

The research was conducted to find out the increasing of the students' speaking skill in conversation by using Listening Team Model. Listening Team Model. Listening Team Model is one of model that could be used the teacher in teaching English to improve the students' speaking skill in conversation. The result of research indicated that there was an improvement on the students' in speaking skill by using Listening Team Model. It was proved by the data, which showed the progression mean of the students.

Based on qualitative data gathered from observation sheets, interview, diary notes, and documentation during cycle I and II, it was found that the students also made improvement while teaching – learning process. Observation sheet, interview, diary notes, and documentation result showed that the students were more active during the teaching – learning process. In the beginning, not all the students were interested in studying. There were found some students clucted during the lesson. Besides that, they were still shy when they were given chances to ask questions about unclear points, but in the next meetings, the students showed their enthusiastic other in asking and answering questions. The interview showed that the students strongly agreed that the use of Listening Team Model had helped them in skills the conversation. These all qualitative data supported the research findings which were based on the quantitative data. Based on the result of quantitative and qualitative data, it was found that the use of Listening Team Model had been successfully improved the students' skill in speaking skill.

Based on the quantitative data. The mean of the students' score in the second cycle (83.77) was higher than the mean of the students'score in the first cycle

(70.74) and the mean of pre – test (56.25). The percentage of the students who got point up to 75 also grew up. In the pre – test, the students who got up 75 were only 2 students of 27 students (7.40%), in the post test 1 of cycle 1, the students who got up 75 there were 10 of 27 students (37.03%), in the post test II, students who got up 75 there were 24 students of 27 students (83.77%). In order words, there was improvement of the students became better in the first meeting to the next meeting.

As already explained in thr previous chapters that the Listening Team Model (LTM) has some benefits for students not only for speaking but can make students active, students will not bored when learning English with this model and interested to do the learning process. The comparison with previous research from Putriyani Samsul Suparman (2021) entitled “Application of Listening Team Model in Improving Sociological Learning Outcomes”, the comparison is that the insignificant variable is found in the sociological learning outcomes. So, researcher use this variable on different objects and different years too, this is also in accordance with the recommendations of previous studies. The students are interested and enthusiastic when they find out that they are doing learning the Listening Team Model. It mean that the students’ motivation to study English especially study about speaking skill of conversational improved.

