

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is devoted to present the findings and discussion of the study based on the research problems of this research which has been done by the researcher. In this chapter also contains about the finding and discussion the data that have been collected during the research. Those are the kinds of teaching techniques of listening, what are the teacher's reasons for using the techniques and the implementation of the technique in listening class at the second year of SMA I GRATI. Also this chapter contains the data about some problems faced by the teacher during the implementation of teaching techniques.

A. Research Findings

1. The Kind of Techniques of Teaching Listening AT Year Two students of SMA 1 GRATI

The researcher conducted the observation and interview to get the complete and true information related to the topic of the research. The researcher analyze lesson plan then continued to classroom observation and interview with two teachers who taught at year two students of SMA 1 GRATI with different classes but in the same grade. From the interview with the two teachers in the school the researcher can conclude there were 6 kinds of English teaching techniques used by the teachers in teaching listening for students, those are: listening to the cassette, dictation, games, whispering, telling story, guessing

meaning.¹

According to Mr. Nashori as the English teacher at Class XI of science (IPA) said that he implemented some techniques in teaching listening at year two. He applied the,listening cassette, telling story, whispering and also some kinds of games.²He has some reasons why he used these techniques. He shows the students respond is good in each the implementation of the techniques.He used and applied the all of techniques above randomly.And sometimes he applied the techniques in teaching listening mixing all of techniques.

According to Mr. Kusnanto as the English Teacher at class XI of IPS said that he used some techniques in teaching listening. He only used two techniques that are listening to cassette and dictation. He used news paper to support his teaching listening at year two to improve his students listening skill. He thought that the techniques implemented in the class are suitable with students. Then the students show the positive response.³

Some of techniques of teaching listening above are used by two teachers to teach their student in improving the listening skill. The first teacher used the all of techniques above to teach their students in teaching listening randomly. Sometimes he added some variations inside the techniques and combined between techniques with other techniques. But the second teacher only

¹ Interview with Mr. Nashori and Mr. Kusnanto as the English teacher at class XI of Science (IPA) and XI of IPS at 8 September 2012

²Interview with MrNashori as the English teacher at class XI of Science (IPA) at 8 September 2012

³ Interview with Mr. Kusnanto as the English teacher at class XI of IPS at 8 September 2012

used two techniques in teaching their students to improve their listening skill. He rarely tried to implement the other techniques in teaching listening. Both of the teachers have different techniques that have been decided to teach their students because the teacher knows the student background and depend on the students' response during the implementation of the techniques. Every student in the class that was observed by the researcher has different ability and background.⁴

2. The Implementation of Techniques of Teaching Listening AT Year Two students of SMA 1 GRATI

From teacher's answer through the interview and observation also the lesson plan, it is known that the techniques in teaching listening implemented at SMA 1 GRATI arranged in various activities. The teacher used selected techniques in implementing the teaching learning process that was suitable to the students. Both of two English teachers at SMA 1 GRATI used three passes in implementing the English teaching listening techniques: Pre-activity, While-activity, and Post-activity was arranged in different technique. For example the teacher used telling story techniques in teaching listening for Pre-activity then modeling for while activity and continue by doing the post test for post-activity.

According to Nashori, he always mostly implements the three stages while he used some techniques in teaching listening. He used four techniques implemented in teaching listening at year two students of SMA 1 GRATI. But the two of four techniques he implemented is not belong to the three stages in teaching listening.

⁴ The result from the interview with two English teacher at class XI of IPA and XI of IPS

For example in the listening cassette and games techniques he thinks that the Pre-activity is less important to apply. So, he only used the two stages that are the While-activity and Post-activity. But for the other techniques in teaching listening he always apply the three stages in teaching listening in the class.⁵

According to Kusnanto, he always implements the three stages while he used some techniques in teaching listening at year two students of SMA 1 GRATI. He applies only two kinds of techniques in teaching listening. For example in the listening cassette and dictation techniques he thinks that he needs to apply the Pre-activity, While-activity and Post-activity.⁶

Beside the interview, the researcher also found data about the stages usually used by the teacher during the implementation the techniques in teaching listening at year two students of SMA 1 GRATI from the observation.

The researcher has done six observations that were arranged in different class but in the same grade for about six meetings. The four observation are done at XI class of Science (IPA) where the first English teacher is teaching listening there and for two observations are done at XI class of Social (IPS) where the second English teacher teach in that class. The researcher has observed two classes while some techniques in teaching listening were implemented by the teacher using observation checklist.

⁵ Interview with Mr. Nashori as English teacher at XI class of Science (IPA) at 07 September 2012

⁶ Interview with Mr. Kusnanto as English teacher at XI class of Social (IPS) at 07 September 2012

The observation checklist was made according for procedures those are: building knowledge of field, modeling of text, joint construction of text and independent construction of text.⁷

The observation checklist was given while the observer was doing the observation in the classroom while some techniques in teaching listening are implemented in the class. In fact, the implementation of techniques in teaching listening used by the teacher to teach the students of senior high school is using tape recorder, laptop, news (electronic media), and newspaper and students worksheet. From the observation that has been done above the techniques in teaching listening in the senior high school of SMA 1 GRATI has different techniques according to teacher himself. According to the result of interview with two English teachers both of two teachers above used different techniques based on the student background.⁸

Furthermore, the observer also has asked the teachers about the preparation before teaching. From the interview it was known that the English teacher only prepared the daily equipment for the listening class such as: the laboratory, the tape recorder (if it was needed), the games and the stories.

Then, the observations conducted by the researcher about the implementation of techniques in teaching listening at year two students of SMA 1 GRATI could be described as explanation below:

⁷<http://redroom.com/teaching-narrative-through-storytelling>. browsed on saturday 2 february 2013 at 09.20 a.m

⁸ Interview with two English teacher at SMA 1 GRATI at 09 September 2012

a. **First observation (students at Class XI of Science)**

Topic : Report, Analytical and Narrative

Aspect : Listening (Guessing Meanings)

1. Pre-Activity

In pre-activity, the teacher tried to arouse the students' interest by introducing them about the material. The teacher used presentation technique to introduce the material about **Report, Analytical and Narrative** to the students.

First, the teacher explained about the sample **Report, Analytical and Narrative** contents then she continued by explaining the function of the kinds of text. In conducting this technique, the teacher implemented the technique well but she didn't explained the aim of the teaching process. The teacher also didn't make any conclusion in the end of the activity that might be needed by the students.

During the presentation, the teacher served a good performance. The teacher gave clear explanation to the students. The teacher explained some information about the kinds of text and the function in mixing language, Indonesia and English.

2. While-Activity

In the while- activity, the teacher asked the students to listen a simple gap conversation related to the topic in three times. The teacher asked

the students to identify vocabularies about Report, Analytical and Narrative for items. In the last of while-activity, She gave some questions to students based on the conversation had been heard. She offered some Wh-Question and some Yes-No Question for the students. She asked every student to answer the question in competition orally.

It was concluded that the teacher used Quiz (Asking and Answering Question) in while-activity. The technique was been implemented well even in the end of activity, the teacher invited the students to discuss the gap conversation together.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher extent questions in English language and some translation if it is needed.

3. Post- Activity

In the post- activity, the teacher gave some written task to the students. The teacher gave the students pieces of paper and asked them to guess and write the best answer for each question. This written task contained of 5 multiple choice questions based on the material.

It could be concluded that the teacher also used Quiz (Asking and Answering Question) in post-activity. During the activity, the teacher served a good performance. The teacher gave clear instruction in English to the students.

b. Second Observation (students at Class XI of Science)**Topic: Report, Analytical and Narrative****Aspect: Listening (Listening Cassette)****1. While-Activity**

In the while- activity, the teacher has been preparing the tape recorder and the cassette before the beginning of the learning in the class. Then, he giving some instructions into the students about what the students has to do. The students will listen the story from the cassette then they must catch the point of the story and answer some questions. The students will listen the cassette for twice. At the last the teacher will asking the students about the main point of the story and the answer of the questions. Then, the teacher was giving some corrections and feedback for the students at the end of the learning.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher walked around the class, find the students' difficulties and help them.

2. Post- Activity

In the post- activity, the teacher presented the conclusion of the activities. It could be concluded that the teacher also used presentation technique. The teacher used presentation technique to conclude the material about Report, Analytical and Narrative text for items to the students.

In presenting the conclusion, the teacher served a good performance. The teacher gave clear explanation to the students.

c. Third Observation (students at Class XI of Science)

Topic: Report, Analytical and Narrative

Aspect: Listening (Games through TGT (Team Games Tournament))

1. While-Activity

In the while- activity, the teacher explains about the role of the games that will be applied by the teachers in the class. The teacher divided the students into some groups. In this game the teachers used the student's worksheet as the source for playing the games. The teacher will read the story about "Black Cat" but with some miss word in each sentence of the paragraph. The teacher will read the sentence twice. Then, the one of students from each group write down the answer in the white board. Then, the teacher checks the answer and giving score.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher walked around the class, find the students' difficulties and help them.

3. Post- Activity

In the post- activity, the teacher presented the conclusion of the activities. It could be concluded that the teacher also used presentation technique. The teacher used presentation technique to conclude the material about Report, Analytical and Narrative text for items to the students.

In presenting the conclusion, the teacher served a good performance. The teacher gave clear explanation to the students.

d. Fourth observation (students at Class XI of Science)

Topic : Report, Analytical and Narrative

Aspect : Telling Story

1. Pre-Activity

In pre-activity, the teacher tried to arouse the students' interest by introducing them about the material. The teacher used presentation technique to introduce the material about **Report, Analytical and Narrative** to the students.

First, the teacher explained about the sample **Report, Analytical and Narrative** contents then she continued by explaining the function of the kinds of text. In conducting this technique, the teacher implemented the technique well but she didn't explained the aim of the teaching process. The teacher describe about the role of the techniques will apply in the class. The teacher also didn't make any conclusion in the end of the activity that might be needed by the students.

During the presentation, the teacher served a good performance. The teacher gave clear explanation to the students. The teacher explained some information about the kinds of text and the function in mixing language, Indonesia and English.

2. *While-Activity*

In the while- activity, the teacher asked to the students to hear the story that will deliver or reads by the teacher. The teacher asked to the students that they have to write what they heard about the story. Then, after finishing reads the story twice. The teacher asked some of the students telling the story what they have heard delivering it in front of the class.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher extent questions in English language and some translation if it is needed.

3. *Post- Activity*

In the post- activity, the teacher gave some written task to the students. The teacher gave the students pieces of paper and asked them to guess and write the best answer for each question. This written task contained of 5 multiple choice questions based on the material.

It could be concluded that the teacher also used Quiz (Asking and Answering Question) in post-activity. During the activity, the teacher served a good performance. The teacher gave clear instruction in English to the students.

From the observation above has been done by the researcher can conclude that in the implementation of the techniques used by the teacher in teaching listening at year two students of SMA 1 GRATI is not always apply the three stages in the teaching learning process. He thinks that when he

applies the listening cassette and games he did not need to apply the Pre-Activity. But for the others techniques in teaching listening the teachers always apply the three stages in teaching listening at year two students.

And the researcher has been observed the others English teacher in implementing the three stages in teaching listening belongs to the techniques. And the result of the observation as explained below:

a. First observation (students at Class XI of Social)

Topic : Report, Analytical and Narrative

Aspect : Listening Cassette

1. Pre-Activity

In pre-activity, at the beginning of the learning the teacher explain the little more about the role of the lesson in teaching listening through listening to the cassette. The teacher prepared the cassette and tape recorder. The teacher tried to arouse the students' interest by introducing them about the material. The teacher used presentation technique to introduce the material about **Report, Analytical and Narrative** to the students.

During the presentation, the teacher served a good performance. The teacher gave clear explanation to the students. The teacher explained some information about the kinds of text and the function in mixing language, Indonesia and English.

2. *While-Activity*

In the while- activity, the teacher asked to the students to hear the story that will deliver or hear from the cassette. The teacher asked to the students that they have to write what they heard about the story from the cassette. The teacher repeats the story from the cassette twice. The teacher asked the students write down the main point of the story and answer the question related to the story.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher extent questions in English language and some translation if it is needed.

3. *Post- Activity*

In the post- activity, the teacher gave some written task to the students. The teacher gave the students pieces of paper and asked them to guess and write the best answer for each question. This written task contained of 5 multiple choice questions based on the material.

It could be concluded that the teacher also used Quiz (Asking and Answering Question) in post-activity. During the activity, the teacher served a good performance. The teacher gave clear instruction in English to the students.

b. Second observation (students at Class XI of Social)**Topic : Report, Analytical and Narrative****Aspect : Dictation*****1. Pre-Activity***

In pre-activity, at the beginning of the learning the teacher explain the little more about the role of the lesson in teaching listening through dictation. The teacher prepared the text in form of story. The teacher giving explanation about the role of dictation will apply in the class. The teacher tried to arouse the students' interest by introducing them about the material. The teacher used presentation technique to introduce the material about **Report, Analytical and Narrative** to the students.

During the presentation, the teacher served a good performance. The teacher gave clear explanation to the students. The teacher explained some information about the kinds of text and the function in mixing language, Indonesia and English.

2. While-Activity

In the while- activity, the teacher asked to the students to hear the story that will deliver or reads by the teacher. The teacher's reads the story in each sentence from a paragraph slowly and clearly. The teacher asked to the students that they have to write what they heard about the story was read by the teacher. The teacher repeats the story from twice. The

teacher asked the students write down the main point of the story and answer the question related to the story.

During the activity, the teacher served a good performance. The teacher gave clear instruction to the students. The teacher extent questions in English language and some translation if it is needed.

3. *Post- Activity*

In the post- activity, the teacher gave some written task to the students. The teacher gave the students pieces of paper and asked them to guess and write the best answer for each question. This written task contained of 5 multiple choice questions based on the material.

It could be concluded that the teacher also used Quiz (Asking and Answering Question) in post-activity. During the activity, the teacher served a good performance. The teacher gave clear instruction in English to the students. Also the teacher always giving some feedback to the students at the end of the learning of the class was ended.

From the observation above the teacher although he only used two kind of techniques in teaching listening at year two students of SMA 1 GRATI he always using the three stages in teaching listening. He thinks that the teacher needs to apply the three stages in order that the students can really focus and absorb the knowledge well.

4. The Problems Faced by the Teachers during the implementation techniques in teaching listening according to the stages.

The third research question of this study is about the problems faced by the teachers in implementing these techniques in teaching listening according to the stages in teaching learning process.

Teacher problem in teaching listening according to Ur is teacher confidence in delivering listening text.⁹ Furthermore, the student's problems in learning listening according to Ur are trouble with sound; having to understand each word, needing to hear more than once, get tired.¹⁰ Additionally, the trouble can come from the text those are; longer passage, subjective information and unreal listening concept.¹¹

The other method used in this research to get the complex and more information is the interview about the techniques of teaching listening. For the first interview the researcher has prepared some question related to the topic of the research. Then, the researcher begin with asking some question into the teachers related with the techniques both of the implementation and also the problems faced by the teacher during the implementation of the techniques. And also the researcher is not forgetting to make notes from the interview.

⁹ Penny Ur, A Course in Language Teaching : Practice and Theory....109

¹⁰ Ibid

¹¹http://www.ehow.com/info_850586_advantages-disadvantages-narrative-text.html. Browsed on Saturday 2 February 2013 at 10.00 a.m

The researcher conducted the first interview with the teacher named Nashori. He stated that he got faced the problems during the implementation of techniques in teaching listening through the games and students worksheet. The problems is sometimes the students are does not understand when he speak English. Then, he must translate into Indonesia language. And also he faced the problems in implementing the techniques in teaching listening when he was read the English text. Also he stated his difficulty in teaching listening was his feeling unconfident with his pronunciation.¹²Kusnanto also gave the same answer. He stated that he faced the problems in implementing the techniques of teaching listening was when he must read the English Text and deliver directly into the students.He also stated that his difficulty in teaching listening is the same as what faced by Mr. Nashori that is his feeling unconfident with his pronunciation during the learning of the listening process in the class.¹³

Furthermore, the researcher also took notes during the observations. The researcher observed the whole activities (opening activity, main activity, and closing activity) to find out the data about the problems that may be faced by both teacher and students while teaching-learning process was a storytelling. The table below will cover the whole activities in teaching-learning process and will be attached the notes in each activities.

¹² The result of Interview with Mr. Nashori as the English teacher of SMA 1 GRATI

¹³ The result of Interview with Mr. Kusnanto as the English teacher of SMA 1 GRATI

- a. First observation the implementation of “listening cassette” and knowing the problems at XI class of Science (IPA)

No.	Learning Process	Learning activities	Day and Time	Notes
1.	Main Activity	Teacher is: delivering the material of listening through listening the cassette		Teacher centered needs to be dismissed. Teacher feel unconfident's in pronunciation
2.	Closing Activity	Reflection and post test		Students need more practice in listening since some of students can't do the test well.

- b. Second observation the implementation of “Telling Story” and knowing the problems at XI class of (IPA)

No.	Learning Process	Learning activities	Day and Time	Notes
1.	Opening Activity	Greeting, checking attendance list, delivering the discussed topic according syllabus. Tell little about the role of telling story will apply,		
2.	Main Activity	Teacher gives other kinds of story to vary the materials. Students listen to the		Teacher centered. Students seemed to

		story and try to convey the contents. Teacher stimulates students by delivering some questions.		give good respond toward a story that they think good and lose concentration when they think the story less interesting. The teachers' feel unconfident in pronunciation
3.	Closing Activity	Reflection, post test.		Students seemed to do the test better.

- c. Third observation of implementation of “games” and knowing the problems at XI class of Science (IPA)

No.	Learning Process	Learning activities	Day and Time	Notes
1.	Main Activity	Teacher explain the instruction of games to the students Teacher apply the games to teach listening in the class		Students can respond well toward the activities. Some students share

				their difficulties in understanding the meaning and unclear sound but they still can understand the story in context and joining the games
2.	Closing Activity	Reflection. Discussing students' difficulties. Post test.		Teacher helps students to solve their problems dealt with the listening and the story text. Students seemed could overcome some difficulties and do the test well enough.

- d. The fourth observation of implementation of “Whispering” and knowing the problems at XI class of (IPA)

No.	Learning Process	Learning activities	Day and Time	Notes
1.	Opening Activity	Greeting, checking attendance list, delivering the discussed topic. Giving some motivation		
2.	Main Activity	Teacher explain the instruction of games (whispering)to the students Teacher giving the example how the way of whispering Teacher divides students into some groups Teacher whisper the sentence into each group with different sentence, students at the last has to read aloud what he/she has heard.		Students can respond well toward the activities. Some students share their difficulties in understanding the meaning and unclear sound but they still can understand the sentence whisper by the teacher

3.	Closing Activity	Reflection. Discussing students' difficulties. Post test.		Teacher helps students to solve their problems dealt with the listening and the whispering sentence. Students seemed could overcome some difficulties and do the test well enough.
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- a. The first observation of implementation of techniques teaching listening “listening Cassette news” at class XI of IPS and knowing the problems

No.	Learning Process	Learning activities	Day and Time	Notes
1.	Opening Activity	Greeting, checking attendance list, delivering the discussed topic.		
2.	Main Activity	Asking-answering question based on the story. Discussing the morale contents. Delivering the news		Students catch the story contents faster although

		with the tape or read it directly.		they still need to listen more than once.
3.	Closing Activity	Reflection. Discussing students' difficulties. Post test.		Teacher corrects students' error and gives several tips in listening.

- b. The second observation of implementation of techniques teaching listening “dictation” at class XI of IPS and knowing the problems

No.	Learning Process	Learning activities	Day and Time	Notes
1.	Opening Activity	Greeting, checking attendance list, delivering the discussed topic.		
2.	Main Activity	Teacher explain the instruction of the techniques Teacher reads aloud and repeat the sentence from each paragraph		Students catch the story contents faster although they still need to listen more than once.

3.	Closing Activity	Reflection. Discussing students' difficulties. Post test.	Teacher corrects students' error and gives several tips in listening.
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From the explanation above the researcher explained that there are 6 techniques that the two teachers applied to improve the students listening skill. Those are: listening to the cassette, telling story, whispering, dictation, games and guessing meaning.

Based on the techniques in teaching listening that has been discussed in the review of related literature; there are many techniques in teaching listening that can be applied by the teachers. But the two English teachers at SMA 1 GRATI only use most of the techniques. For example according to "Lund" stated that there are nine techniques in teaching listening but none of the two teachers at SMA 1 GRATI applied all techniques for the teaching of listening. But the two English teachers at SMA 1 GRATI mostly apply the techniques in teaching listening stated by "Tarigan". Tarigan stated that there are thirteen techniques in teaching listening that can be applied by the English teachers.

And for the implementation of the techniques in teaching listening at the review of related literature is elaborated that the stages of the listening process are pre-activity, main activity and close activity. Then, from the observation has been

done by the researcher shows that the two English teachers applied the same techniques.

The researcher can conclude that both of the two English teachers is not always apply the three stages in implementing the techniques in teaching listening at year two students of SMA 1 GRATI. One of the teachers eliminates the Pre-activity from the stages in the learning process.

Then, for the problems faced by the two English teachers at SMA 1 GRATI in implementing the techniques in teaching listening are suitable what is mostly mentioned in the review of related literature. But there are additional problems which are found by the researcher based from the observation and interview process.

According to Nashori, the students at XI class of Science (IPA) have a good English skill even more some of them are has bad English. So, the problems faced by the teacher in implementing the techniques in teaching listening through the three stages were the same with mention in the review of related literature.

B. Discussion

1. The kinds of Techniques in Teaching Listening at Year Two Of SMA 1 GRATI

In this session, the researcher presented the discussion based on all the findings of this study. This discussion deal with the research question of this study, these are: What teaching techniques are implemented in teaching listening at year two students of SMA I GRATI, What are the stages usually implemented by the teacher during the implementation of teaching learning process, What problems are faced by

the teacher during the implementation of the teaching techniques in teaching listening at year two students of SMA 1 GRATI, How does the way teacher solve the problems faced during the implementation techniques in teaching listening at year two students of SMA 1 GRATI.

The researcher has done the observation and interview techniques to get the answer about techniques in teaching listening used by the teacher at year two of SMA 1 GRATI to improve the students listening skill. From the all of observations and interview session the research getting know that there are six techniques in teaching listening applied by the two English teachers at SMA 1 GRATI. Those are techniques in teaching listening are: listening to the cassette, dictation, games, whispering, telling story, guessing meaning.

T₁: dalam mengajar listening untuk kelas XI IPA saya menggunakan kurang lebih 4 teknik yakni: “mendengarkan melalui kaset, berbisik, sebuah permainan dan bercerita ulang.

The English teacher at XI class of Science said that in the teaching listening at year two students at SMA 1 GRATI he applied more about four techniques, those are: “Listening to the cassette, Whispering, Telling Story and games.

T₁: dalam penerapan beberapa macam teknik tersebut saya tidak selalu memperhatikan dan menggunakan tiga tahap dalam pembelajaran. Tiga tahap pembelajaran yakni: pembukaan, kegiatan inti serta penutup. Seperti halnya dalam teknik menggunakan mendengarkan kaset serta permainan saya

hanya menggunakan kegiatan inti serta penutup.

The English teacher also said that in the implementation some of techniques in teaching listening at year two students of SMA 1 GRATI are not always belongs to the three stages. Sometimes he only used the two stages in the teaching learning process. For example in the listening cassette and games techniques the teachers only used the While-activity and Post-activity.

Based on the interview with the two English teachers who teach listening at year two students of SMA 1 GRATI, it could concluded that the teacher got any problems in implementing some techniques in teaching listening. Both of the two teachers said that he has got the same problems in implementing the techniques in teaching listening. Those are the problems: the lack of the equipment, the teachers' unconfident in pronunciation, limited time to apply the techniques and students background.

T: *wah, banyak sekali masalah yang saya hadapi dalam proses penerapan beberapa tehnik mengajar listening pada kelas XI di SMA 1 GRATI. Hampir permasalahan yang kami hadapi sebagai guru pengajar listening di SMA 1 GRATI. Adapun permasalahan tersebut sebagai berikut: kami mengalami rasa kurang percaya diri dalam mengucapkan pengucapan dalam bentuk bahasa inggris, perlengkapan dalam mengajar listening tidak cukup memadai, keterbatasan waktu serta perbedaan latar belakang murid.*

2. The Implementation of techniques in Teaching Listening at year two students of SMA I GRATI

The researcher has done the observation session to know the implementation of techniques in teaching listening at year two students of SMA 1 GRATI. From the observation has been done by the researcher it can be concluded that the all of techniques in teaching listening at year two students of SMA 1 GRATI is running well. It can be shows from the result observation have done by the researcher during the class. Also the implementation of those techniques in teaching listening is suitable and applicable for the students at year two as the result can be seen that the students at year two of SMA 1 GRATI is gave positive response during the implementation the all of techniques. For example students are more active joining the listening class and there was an improvement on the students score in the listening lesson. The all of techniques in teaching listening is divided into three stages of each implementation of the techniques in teaching listening. The three stages in implementation of techniques in teaching listening are: opening activity, main activity and also closing activity.

Based on the data of interview on the implementation techniques in teaching listening according to the three stages that mention in the review of related literature shows that both of two English teachers at SMA 1 GRATI is not always apply the three stages in the learning process.

For the first English teachers at XI class of Science (IPA) he used more about four techniques in teaching listening at year two students of SMA 1 GRATI. Those are the techniques: listening to the cassette, games, whispering and telling story. Also

from the four techniques was implemented by the teacher is not all of the techniques apply or consider to the three stages in teaching listening. The listening cassette and games techniques was implemented by the teacher is not belongs to the three stages. It because of the teacher thinks that in implementing techniques teaching listening through “Listening cassette and games” is not an important part have to do the Pre-activity in the teaching listening process. Also he said it will waste the time of teaching listening. Also it because of the school only gave limited time in each meeting of the teaching listening process.

But, for the two techniques was implemented by the teacher was belongs to the three stages. Because the teachers think in these techniques teacher needs to conduct the learning process includes the three stages. These implemented techniques in teaching listening needs the three stages in order make the students focus on the teaching learning process.¹⁴

For the second teacher at XI class of Social (IPS) he used two kinds of techniques in teaching listening at year two students of SMA 1 GRATI. Those are the techniques: “Listening to the cassette and dictation”. Also the two techniques were implemented by the teacher in teaching listening process is belongs to the three stages those are: Pre-activity, While-activity and Post-activity. The teacher said that the stages is important to do inside of the teaching listening process because of the students have to focus on the topic and catch the topic of the learning process well.

¹⁴ The result of interview with Mr. Nasohri as the English teacher

The researcher has done the observation more about a month. From the observation checklist could be seen the whole activities that covers the material and topics. From the first and second observation at XI class of Science (IPA) could be inferred that the teacher delivers the story in teaching listening by reading it or used tape recorder. It is done that students seemingly were not familiar with English. So, the teacher made them familiar with English sound by reading it directly as a voice of native speaker. For the learning process, the researcher was able to infer that it was imperfect since the students could not solve the test well.

While for the third and fourth observation at XI class of Science (IPA) the researcher inferred that the teacher used tape recorder in teaching listening. It is done since the teacher considered that the students must be more familiar with English sound better than before. Then, the learning process showed that student's response was good since they were able to do post test well.

While for the fifth and sixth observation at XI class of Social (IPS) the researcher inferred that the teacher used tape recorder in teaching listening. It is done since the teacher considered that the students must be more familiar with English sound better than before. Then, the learning process showed that student's response was good since they were able to do post test well. In the other hand the implementation in this class is the same with the XI class of (IPA) although the teacher used different techniques.

All of the observation result showed that teacher played a good role since teacher did almost all of the procedure in teaching listening in order. It can be seen

from the observation checklist above.

In fact, the teacher implemented the four procedures of teaching listening through the techniques implemented in the class those are: building knowledge of field, modeling of text, joint construction of text and independent construction of text.¹⁵ It can be seen from the teaching learning activities that have been observed by the researcher, first step is building knowledge of field. Teacher implemented this procedure by explaining the background of the text and little knowledge about the story that will be heard by the students. The second steps are modeling of text. It can be seen from the way when teacher read the story using such appropriate verbal and non verbal communication sign. For example: the teacher used loud voice to show angeriness of the character in the story and the teachers lift the thumb to show a compliment for an event in the story. The third step is joined instruction of text. It can be seen when the teacher gave a question to the whole class and asked the students answer together. The last step is independent construction of text. It can be seen when the students do the task individually in the end of their learning section.

The researcher also has done the observation in the implementation of the techniques in teaching listening at year two students of SMA 1 GRATI based on the observation checklist. The observation checklist contains of four main points that observe by the researcher those are: topic, techniques, teaching process and learning process. And the more clearly explanation about the observation checklist as follow:

¹⁵ <http://redroom.com/teaching-narrative-through-storytelling>. browsed on Saturday 2 february 2013 at 09.20 a.m

The observation checklist was used by the researcher to observe the implementation of techniques in teaching listening through “telling story”. According to the observation checklist the researcher can conclude that the first the topics almost running well. It can be seen that the 95% students are motivated and interested by the topic so, they are spirit and enthusiasm following the listening class. Although the topics makes the students seems passive because they have to hear the story seriously. And for the techniques also running well and successfully practice in the learning. It can be seen from the students mostly can following and practicing the techniques perfectly. Then, for the learning and teaching process in implementing of the telling story also was successfully and running well. It can be seen that the teachers can apply and practice the techniques in the teaching-learning process well and the students can follow it as well as possible.

Then, the second observation at implementation of techniques in teaching listening at year two students of SMA 1 GRATI was observe by the researcher through “listening cassette”. According to the observation checklist the researcher can conclude that the first the topics almost running well. It can be seen that the 90% students are motivated and interested by the topic so, they are spirit and enthusiasm following the listening class. Although the topics makes the students seems passive because they have to hear the story seriously. And for the techniques also running well and successfully practice in the learning. It can be seen from the students mostly can following and practicing the techniques mostly perfect. Then, for the learning and teaching process in implementing of the telling story also was successfully and

running well. It can be seen that the teachers can apply and practice the techniques in the teaching-learning process well and the students can follow it as well as possible. Although sometimes in the teaching and learning process the students looks like passive it because of they have to seriously and concentrate listen the cassette.

Then, and the next observation the researcher observe the implementation of techniques in teaching listening class at year two students of SMA 1 GRATI through “Games”. According to the observation checklist the researcher can conclude that the first the topics almost running well. It can be seen that 95% students are motivated and interested by the topic so, they are very spirit and enthusiasm following the listening class. All of the topics and techniques used at the games techniques mostly running well. Then, for the teaching and learning process in the implementation of the games mostly practice and implements the games procedure as well as possible without any troubles. Also mostly of the students 90% shows the positive response belongs to students result in doing the games. In this observation the techniques and the topic in teaching listening teachers applying it well and based on the stage of building knowledge of field and modeling of text was mentioned at the theory in the review of related literature about the procedure in teaching listening skill in the class.

Then, and the next observation the researcher observe the implementation of techniques in teaching listening class at year two students of SMA 1 GRATI through “Whispering”. According to the observation checklist the researcher can conclude that the first the topics almost running well. It can be seen that 95% students are motivated and interested by the topic so, they are very spirit and enthusiasm

following the listening class. All of the topics and techniques used at the games in form of whispering games techniques mostly running well. Then, for the teaching and learning process in the implementation of the games mostly practice and implements the games procedure as well as possible without any troubles. Also mostly of the students 90% shows the positive response belongs to students result in doing the whispering games in teaching-learning listening process. In this observation the techniques, the topic and learning process in teaching listening teachers applying it well and based on the stage of building knowledge of field, modeling of text and joint construction of text was mentioned at the theory in the review of related literature about the procedure in teaching listening skill in the class.

Then, and the next observation the researcher observe the implementation of techniques in teaching listening class at year two students of SMA 1 GRATI through “Dictation” belongs to the observation checklist. According to the observation checklist the researcher can conclude that the first is the topics almost running well. It can be seen that 80% students are motivated and interested by the topic so, they are spirit and enthusiasm following the listening class. Although in this dictation techniques some of the students more about 15% show that they are less motivated and interested in following the listening class through the dictation. All of the topics and techniques used at the dictation techniques mostly running well. Then, for the teaching and learning process in the implementation of the games mostly practice and implements the games procedure as well as possible without any troubles. Although some of students more about 15% feel bored and lazy because the teachers did not

give any variety in the dictation techniques. At least, the students in these dictation techniques 90% give the positive response it can be seen from the students result in the teaching-learning listening class. In this observation the techniques, the topic, teaching and learning process in teaching listening teachers applying it well and based on the stage of building knowledge of field, modeling of text, joint construction of text and independent construction of text was mentioned at the theory in the review of related literature about the procedure in teaching listening skill in the class.

Then, and the next observation the researcher observe the implementation of techniques in teaching listening class at year two students of SMA 1 GRATI through “Guessing Meanings” belongs to the observation checklist. According to the observation checklist the researcher can conclude that the first is the topics almost running well. It can be seen that 85% students are motivated and interested by the topic so, they are spirit and enthusiasm following the listening class. Although in this dictation techniques some of the students more about 15% show that they are less motivated and interested in following the listening class through the guessing meanings techniques. All of the topics and techniques used at the guessing meanings techniques mostly running well. Then, for the teaching and learning process in the implementation of the games mostly practice and implements the games procedure as well as possible without any troubles. Although some of students more about 15% feel bored and lazy because the teachers did not give any variety in the dictation techniques. At least, the students in the implementation of guessing meanings techniques 90% give the positive response it can be seen from the students result in

the teaching-learning listening class. In this observation the techniques, the topic and learning process in teaching listening teachers applying it well and based on the stage of building knowledge of field, modeling of text and joint construction of text was mentioned at the theory in the review of related literature about the procedure in teaching listening skill in the class.

From the explanation above about the implementation of techniques in teaching listening at year two students of SMA 1 GRATI based on the observation checklist where based on the four main points to be observe by the researcher. Those are: point, techniques, teaching process and learning process. The researcher can conclude that the implementations all of the techniques in teaching listening based on the topics and techniques mostly was successfully and running well. It can be seen that mostly 95% students shows the positive response and good result. Then, for the teaching and learning process all of the implementation techniques in teaching listening at year two students at SMA 1 GRATI mostly was successfully implemented and running well. It can be seen that mostly 95% students shows the positive response and good result during the implementation all of the techniques.

And the implementation of techniques in teaching listening at year two students of SMA 1 GRATI is suitable with the implementation that is explained at the review of related literature about the procedure in teaching listening in the class. The implementation of techniques used by the two English teachers here was the same with the implementation stages stated by Paul Davies in his book under title “Success

in English teaching Oxford”.¹⁶

3. The Problems - Solutions of Teachers in the Implementation of techniques in Teaching Listening at year two students of SMA I GRATI

The researcher has done the interview and observation to get clear and complex data about teacher’s problems in implementing some of techniques in teaching listening at year two students of SMA I GRATI. In addition, the researcher took a note while observing the class in order to find the problems that possibly appeared in teaching – learning activities.

a. The Problems of Teacher and the solution

From the observation could be seen that the teacher used direct and indirect story in teaching listening. Direct story means teacher reads the story in front of the class while students listened the story. Indirect story means, teacher used tape recorder to play the story while the students listened to recording. The two English teachers who teach listening at year two said that the problem possible appeared when she/he applied the telling story and repetition words. The two teachers felt unconfident with their pronunciation whether it was British or American phonology since she/he never studied abroad. Furthermore, the teacher said that she/he tried to overcome her/his problem by learning more from dictionary so she/he could minimize the mistake since their words were students’ words. Furthermore, teacher could

¹⁶ Davies, Paul et. al. 2000. *Success in English Teaching Oxford*. Oxford University Press

produce better pronunciation through practice often. Since the implementation of telling story and repetition words needed the teacher to read more, it can be a treatment solution for the teacher to fluent their pronunciation. Indeed, the teacher might not give the wrong knowledge to the students if he/she was unsure about something. It was better for him/her to open the book or dictionary to find and clarify the right answers.

From the explanation above about the problems faced by the teacher during the implementation of the techniques in teaching listening at year two of SMA 1 GRATI were almost the same with the review of related literature.